

BUSINESS EDUCATION WORLD

March, 1957

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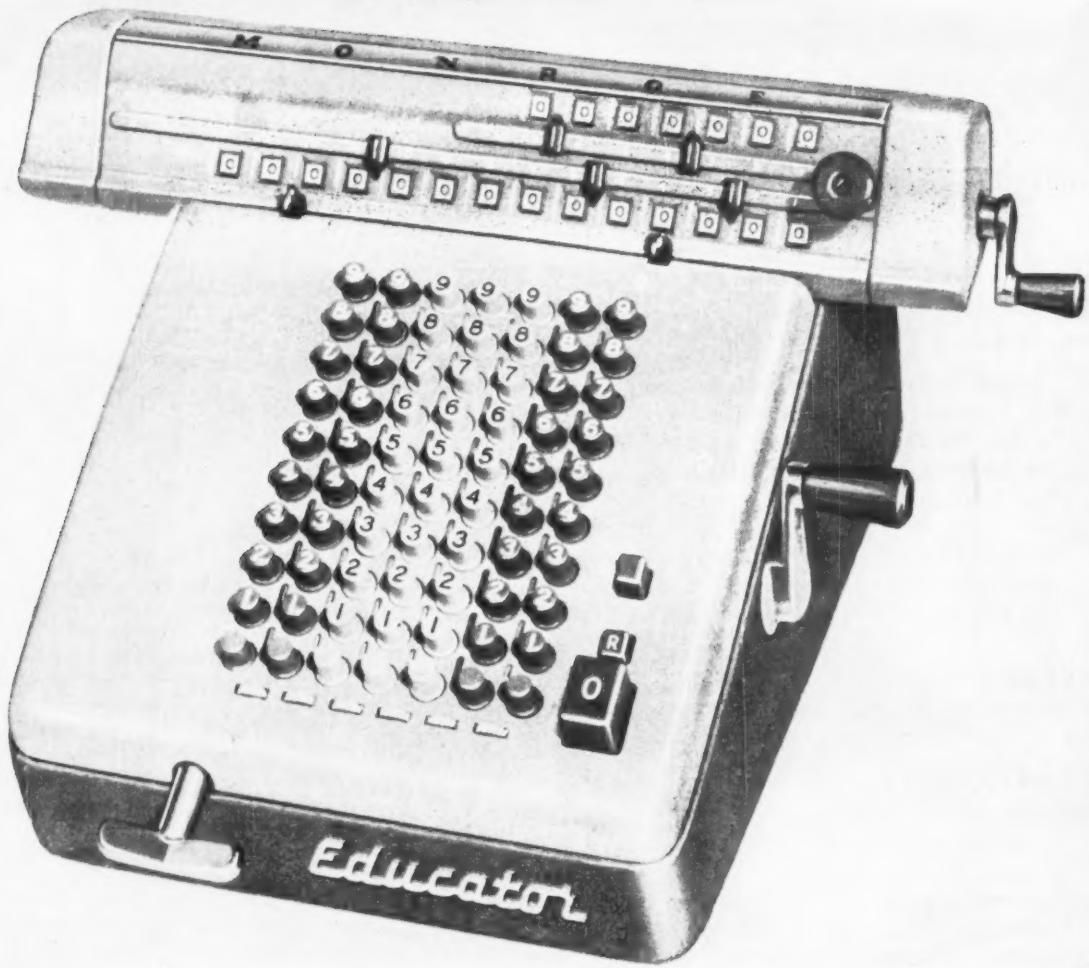
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BUSINESS EDUCATION WORLD

VOLUME 37, NUMBER 7

MARCH, 1957

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Assistant Editor:	ROBERT PARKER		CHARLES E. ZOUBEK
Copy Editor:	RUBY GROSSMAN	Contributing Editors:	JANE F. WHITE
Production Manager:	ELEANOR PERZ		JOHN J. GRESS
Circulation Manager:	FLORENCE E. ULRICH		RAMON P. HEIMERL

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OFFICE SALARIES CONTINUE TO GO UP

YOU AND YOUR STUDENTS will be interested to know that clerical office workers' salaries continued to shoot upward, and at an increased pace, in 1956. This statement comes from the National Office Management Association and is based on its eleventh annual Survey of Clerical Office Salaries. The survey, conducted by NOMA chapters in 114 cities (102 in this country and 12 in Canada) covered 429,765 clerical office employees.

The average weekly pay in 1956 for the 24 classifications of clerical workers surveyed was \$62. This is an all-time high.

In the last ten years, average salaries for seven basic clerical jobs studied in 11 key cities rose 67 per cent. Increases were regular and accelerating until 1954, when the average weekly rate rose only \$1 after a \$4-a-week boost in 1953. Then they began accelerating again, going up at the rate of \$2 a week in 1955 and \$3 a week last year.

Of the seven basic clerical jobs studied, private secretaries made the greatest gains during the ten years—an 82 per cent increase. They were followed by telephone operators, with 74 per cent; typists (senior and junior), with 71 per cent; transcription-machine operators, with 68 per cent; and stenographers, with 67 per cent.

Although their gains did not compare with those of workers in other categories, accounting clerks (senior bookkeepers) are, and have been for some time, the highest paid clerical employees. Private secretaries and cost clerks are next.

The survey also revealed these related items of information:

- Most companies in the U. S. still pay employees twice a month, but those who pay weekly run a close second.

- In this country, the 40-hour week is slowly losing out to a shorter work week for office workers. Since 1948, there has been a drop-off of 7 per cent in the number of companies that work as much as 40 hours.

- Although most of the companies surveyed still limit paid holidays to six, a greater number are now giving holiday pay for seven, eight, or even more days a year.

- Over 89 per cent of U. S. companies now pay overtime, a slight increase over last year.

CORRECTION: In the last issue, it was stated in this column that the American Economic Foundation began in 1951. The correct year for its founding is 1939.



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Typing Tips to Students from the "Teaching Typewriter"— the IBM!

⌚ Timesavers

⌚ Why waste time aligning pages and carbons when you're typing several carbon copies? You can save time—and always get a heavy pack into the typewriter evenly—by just doing this:

Put an envelope flap over the top of a multiple carbon pack. When you roll the pack, held together by the envelope, into the typewriter, the entire pack goes in smoothly and evenly.

When you must make a correction on a manuscript, stapled at the top, it isn't necessary to remove the staples. Here's the timesaving way to make the correction efficiently and effectively:

Roll a sheet of paper into the typewriter. Select the manuscript page to be corrected and place the bottom edge between the front of the platen and the top edge of the sheet that is in the typewriter. You can then "front feed" the manuscript page into the typewriter by rolling the platen backwards to the point where the correction is to be made.

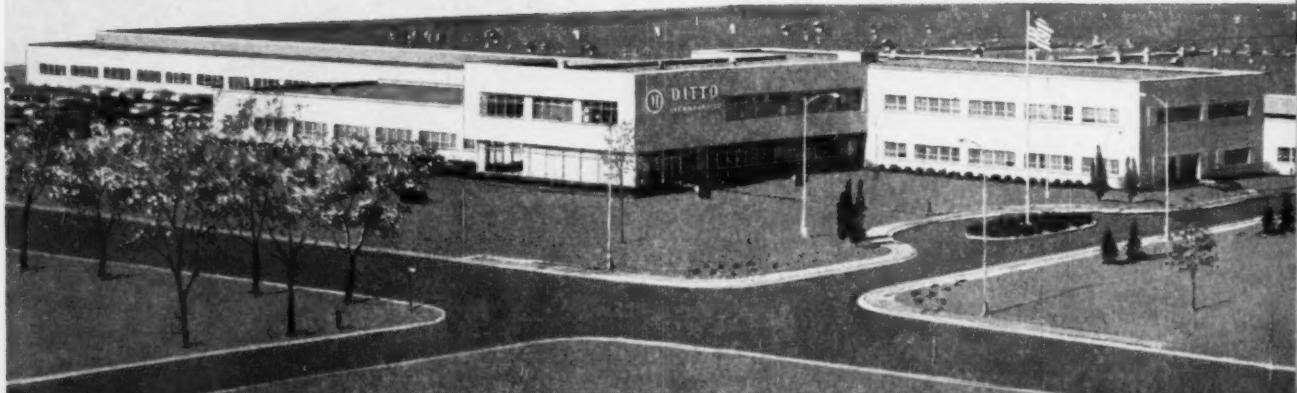
When underscoring headings or totaling columns, why go back to the beginning of the material and take time to find the place to start your underscore? You can underscore backwards on the new IBM Electric by taking advantage of the repeat underscore and the repeat backspace—like this:

Just depress the backspace key and the underscore key simultaneously and hold them both down until the entire heading or column has been underscored. It's so simple—when you have the know-how and the right equipment.

⌚ Time Is Money

⌚ Employers have found that the most expensive equipment at a typing station is *not* the typewriter—it's the typist. So when you are holding down a typing job, *your* time will be money to your employer. You can save him money, and make yourself more valuable by learning these typing hints and as many more as you can find.

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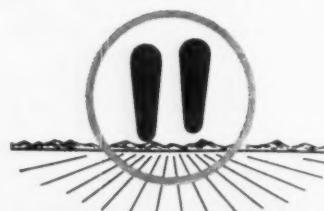
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Problem Clinic

HERE AGAIN is last month's problem, from a fellow teacher in England:

I teach an advanced class in typewriting at a local evening institute one night a week, between the hours of 7:30 and 9:30. A secondary modern school occupies the premises during the day; the room in which I teach weekly is used daily by an English class.

My problem mainly concerns the use of the blackboard.

The daytime teacher, who is a "blackboard hog," insisted on leaving her lessons on the board, with the chalked instruction, "NOT TO BE RUBBED OFF." As it became imperative that I have a free board, I lost patience a few weeks ago and cleaned it.

When I reported for duty the following week, I observed the alphabet (written in print manuscript, presumably for the day students to copy) chalked across the complete width of the top of the board. Underneath was the remark, "IF YOU DARE TO RUB THIS OUT, YOU WILL NO LONGER HAVE AN EVENING CLASS IN TYPEWRITING."

I have never met the day-school teacher, but this remark seemed to call for action. I drew the attention of the principal to the matter and requested him to take it up with the headmistress of the day school. The principal, a rather meek man, had a word with the headmistress, with the result that the alphabet now permanently occupies the top of the blackboard, with some further lesson material on the right-hand side—leaving a small center portion for me!

The problem is—should I have taken up the matter myself with the local education authorities (who pay the daytime teacher's salary and my own) or, for the sake of peace, let matters be?

MARGARET M. McCARTHY, F.S.C.T.
Rush Green, Romford, Essex
England

What suggestion do you have for this teacher? Send them, along with any problems of your own that are bothering you, to **Problem Clinic, Business Education World, 330 West 42 Street, New York 36, New York.** Remember: For the most interesting and challenging **problem** submitted to this department on or before May 1, 1957, we offer a prize of \$10; for the next best, a prize of \$5. For the best **solution** that is submitted to us by the same date, we offer a prize of \$25; for the next best, a prize of \$15.

Remember, too: There's no need to restrict your suggested solutions to this month's problem; feel free to comment on earlier problems as well.

September Problem

I had a very fine typing class. Then suddenly, a girl who was a rumor-monger came in. She started a rumor that I was a hard teacher and that exams were going to be very difficult. Almost before I knew it, she had some of the other students so scared that they stopped doing their best work. She went at all this in a very quick and methodical way, recruiting to her aid a boy who was naturally a grumbler and had a record of difficulties in other schools. I wonder what other teachers would have done and what I should do about similar cases in the future.

N. C.

P. S. Since mine is a medium-size class, I have been allowing "visiting" privileges during class—when I am too busy, more advanced students may help slower ones, if they do so quietly.

Suggested Solution

Dear N. C.:

I think we sometimes overestimate the damage that a rumormonger does, and I think that we can sometimes use a situation like this to very good advantage.

Last fall, I had a very nice shorthand class, but I had a student who started a rumor that caused a combination

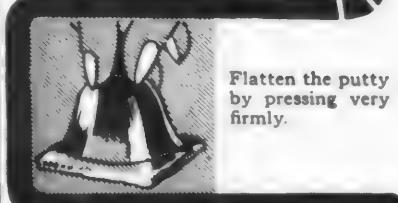
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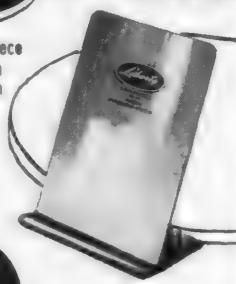
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tion of administration-parent-teacher-student trouble.

I was a little amazed at first, but I had a private conference with the student, in which I tried to be firm and tactful. I explained to her that she was wrong and convinced her that the situation could not be tolerated.

I found that she was from a family with severe financial difficulties, and I also found that she had a very bad inferiority complex. (I think this is quite common among those who thrive on gossip.)

This girl promised me that she would never start another story that had no foundation; and, to my knowledge, she never has.

She happened to be a very fast typist. I used her in contest work and gave her a little prestige in the department. She has become a much better student. I use her to do a lot of work around the department; in fact, she calls herself my "secretary." She typed this letter. I expect to try the same thing on any other rumor-monger I find.

As far as visiting in classes is concerned, I think that we have a chance to be very informal in some of our commercial classes; but beware of danger—this informality must be handled with care.

O. H.

December Problems

Problem 1

At present, I am teaching in a large school system. In addition to the office-machines room, we have three typing rooms equipped with machines that vary in number from 36 in the first room to 42 in the third. Every teacher who uses the room (often as many as four or five) is responsible for the machines. In reality, this makes no one responsible—or so it seems. I would appreciate a suggested outline to be presented to the students, stressing their responsibilities as users of the machines; teachers' methods of keeping track of needed repairs; or any suggestions that others have found helpful in keeping the machines operating smoothly.

M. W.

Suggested Solution

Dear M. W.:

Here is the way we attacked the problem of several teachers using one room:

First, we asked the teachers to discuss the matter and develop a plan. Their plan has been in operation for several years. It is revised each year by the "Room Care Committee."

At the beginning of each school year, we call for volunteers for the

many committees and ask, "For what room would you like to be responsible?" The Room Care Committee determines the assignments, giving preference to the teacher who has most hours in the room. It also puts out an information sheet listing "Responsibilities of Teachers in Charge of Rooms" (Each of these teachers is called a "room mother") and "Responsibilities of Other Teachers in the Room." Here is a copy:

INFORMATION FOR TEACHERS CARE OF ROOMS

Responsibilities of teachers in charge of rooms

1. Keep general supplies in designated, labeled space—supplies to include: pencils, attendance slips, alphabetic signs in attendance sheets, scratch paper, dictionary, cellophane tape, scissors, file folders, labels, chalk, erasers, paper clips, desk calendar, pen and ink, ribbons, and typing paper. Some of these supplies will be required in typing rooms only.

2. Post the daily bulletin (if first in the room) and see that the bulletin board has copies of the schedule of classes (day and evening), Evacuation of Building Instructions, Shelter Areas, Instructions in Case of Accident, etc.

3. Assign and label desk and cabinet space for each teacher using room.

Responsibilities of other teachers in the rooms

1. When leaving a room at the end of each semester, the teacher should clean out drawers and cabinets assigned to her.

2. When leaving the room each day, the teacher should erase the blackboard; report machines needing repair, and any shortage of supplies; and leave the room in good order.

3. In rooms where student folders are used, have students clean out files at the end of each semester, change color of file folder labels each semester, and throw away old folders.

4. Return all tests and materials to proper cabinet or file when finished. Fill in check-out card if required.

5. Do not take pencils and supplies from desk.

6. First teacher in room—unlock door, turn on lights and heat (if necessary), turn on master switches, and post bulletins. Reverse procedure at the end of the day.

7. No equipment should be moved from a room without the consent of an administrator. Suggestions for changes in arrangement of machines or furniture should be submitted to teacher in charge of room.

8. Report all typewriters and other machines needing repair by filling out repair blank with number of machines and repairs needed. See that machines and tables are kept in the proper locations.

That's about all there is to it. Teachers know what is expected of them. Being high-grade, responsible profes-

sional people, they do their part. Rarely does either the room mother or the committee have to remind anyone of an oversight.

J. WILSON GETSINGER
Dean of Business Education
San Diego Junior College and
Vocational School
San Diego, California

Problem 2

What can be done with people who, after eighteen class meetings in Typewriting 1, still insist on looking at their hands? I have one boy with whom I have done remedial work on the keyboard reaches. I have moved him to a blank keyboard. I have done everything I know to help him, but nothing seems to work. Is more work on his keyboard indicated, or just how can I help him?

MARTHA MOSIER
Abilene Christian College
Abilene, Texas

Suggested Solution

Dear Miss Mosier:

All teachers are faced with the problem of having students who insist on looking at their hands in spite of careful instruction. I use a variety of preventive exercises that force a student to keep his eyes on the copy and also help to avoid temptation.

1. Give short daily "calling-the-throw" drills—10-second throw for one minute. If a student takes his eyes off the copy, he will find it impossible to get into the line. This effectively proves to him the fallacy of looking up, for, if he takes his eyes off the copy, nothing is accomplished in the ten seconds. During the calling of the throw, call the names of those who look up. At the end of each ten seconds, say, "Throw, keep your eyes on the copy." This is very helpful in disciplining a student.

2. I have mimeographed a page of location drills. They consist of the first two lines from the text when a letter is first introduced; for example, "u" and "e": *uj ded uj ed due uj ed, u u j uj e ed u ue due ue due*. As soon as the student comes into the room, he types the location drills covering the keyboard. Five to ten minutes is allotted for this. Incidentally, this is a good way to start the class, for there is no waiting for the teacher's directions. If a student is tempted to look at his keys or his work is very inaccurate, he may be assigned to work on the location drills for the entire period. When you note an improvement, permit him to try the lesson work with the rest of the class. The location drills help the student to establish the habit of keeping his eyes on the copy. He may look at the keys

because he is unsure of the keyboard.

3. Give daily alphabet drills. Have each student type the alphabet while looking at the ceiling. Also, make an individual check to see that each one uses the correct fingers as he does so. I find that, if you have a student look at the ceiling, he cannot sneak glances at the keyboard. This drill lasts no longer than a minute at a time.

4. Give frequent short timed writings of one, two, and three minutes. Give no credit to a student who looks up during the time allotted. Practically nothing can be accomplished in the short timing if a student looks up; this retardation proves to him that he is handicapping himself by doing so. Call the names of students who look at keys during the timing.

5. Give no credit to a student who, at any time, is looking at his keys. Automatically mark all papers "out."

6. Give no final credit for the course to a student who looks at his keys.

7. If you feel that a student is not putting forth effort to keep his eyes on the copy, ask him to cover his typewriter and think over his problem. When he recognizes his problem and is willing to do something about it, he discusses it with you and asks permission to type. This usually drives home the point that you mean business. Tell him it would be better not to type at

all than to type anything incorrectly.

8. Introducing a great many repetitive exercises helps the student to type with fluency at the start; and, because the exercise becomes easier, he is less tempted to look at his keys. Challenge the student on how many times he can type a given sentence with short, frequent words. Assign a short paragraph and check how many times it can be typed during the time allotted. The short paragraph and sentence drills help build word patterns. When the feel of the word pattern is established, the student does not look at his hands.

9. I do not introduce numbers and special characters until the student can type with a fair degree of fluency. The easier you make each lesson, the less likely it is that the student will look at his keyboard. Number typing slows the speed; and, as a result, the laborious effort that is put forth seems to be lessened in the student's mind if he looks at his keys.

If the habit of keeping eyes on the copy has been firmly fixed, he doesn't wish to look at his keys when new work is introduced.

10. If one grades papers before the student has established correct typing habits, his desire to get a good grade may cause him to look at the key.

(Continued on page 44)

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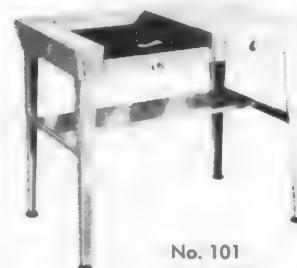
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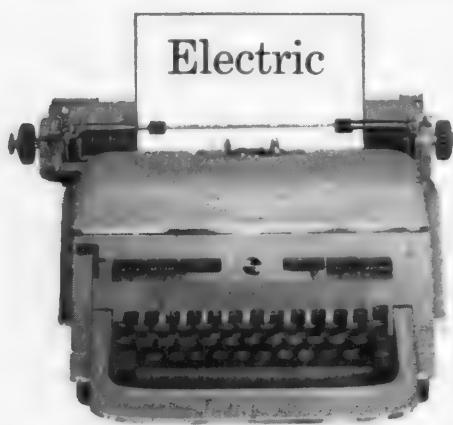
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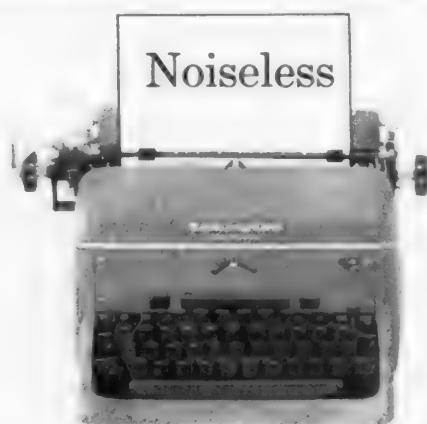
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—a 4-page reprint from the January issue
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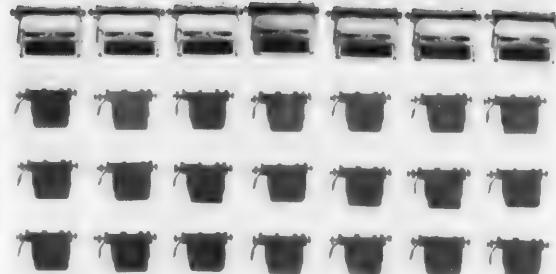
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This shot from Remington Rand's new film illustrates the fact that one electric typewriter is now being installed for every three manual machines. The 1951 ratio was twenty to one.



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Remington Rand's new film portrays the varied uses of modern machines

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• Interchangeable type bars that allow special characters to be substituted, either temporarily or permanently, for conventional characters.

Because the film is (1) somewhat technical—though never dull—in nature, (2) not specifically designed for instructional purposes, and (3) presented with very little "sugar coating," its value for student viewers is limited. Most teachers, however, will find it an extremely graphic and comprehensive picture of what present-day typewriters can accomplish.

In the last analysis, though, the film gives the impression of being aimed primarily at businessmen, with the object of persuading them to modernize their offices by installing more electric machines—or, at least, using the latest manual models. If you as a teacher are inclined to do a little missionary work, you might encourage your own business acquaintances, or local groups composed primarily of businessmen, to arrange to secure the film for viewing. Free showings can be arranged by contacting your local Remington Rand sales office or writing to Remington Rand, 315 Fourth Avenue, New York 10, New York, and requesting descriptive folder R-8826.

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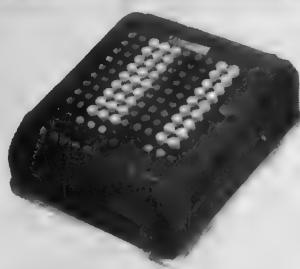
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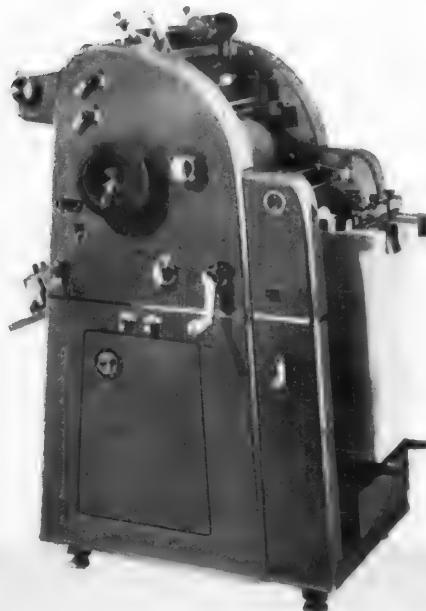
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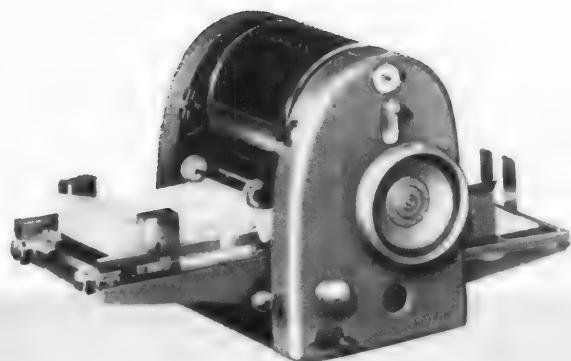
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BUSINESS EDUCATION WORLD

Why Are So Many Job Applicants Rejected?



Even in a market that is
desperate for help, four out of five applicants lose out.
A personnel expert explains why

Editor's Note: This article is an abridgment of a talk by Mr. Scheer before the Central Commercial Teachers Association in Davenport, Iowa.

THE EARLY 1930's will always be remembered as the era of mass unemployment. The lessons we learned from that painful experience made us change many of our established ways.

The present age may well be recorded as the period of overemployment. It, too, is teaching us to rethink some of our practices and policies. Like any other trying time, it is teaching us its lessons the hard way—and certainly not painlessly.

The greatest manhunt in history is taking place today on America's college campuses. Despite the desperate recruitment campaigns being conducted by many corporations, thousands of job openings will remain unfilled. The supply is insufficient to

meet the demands of today's market.

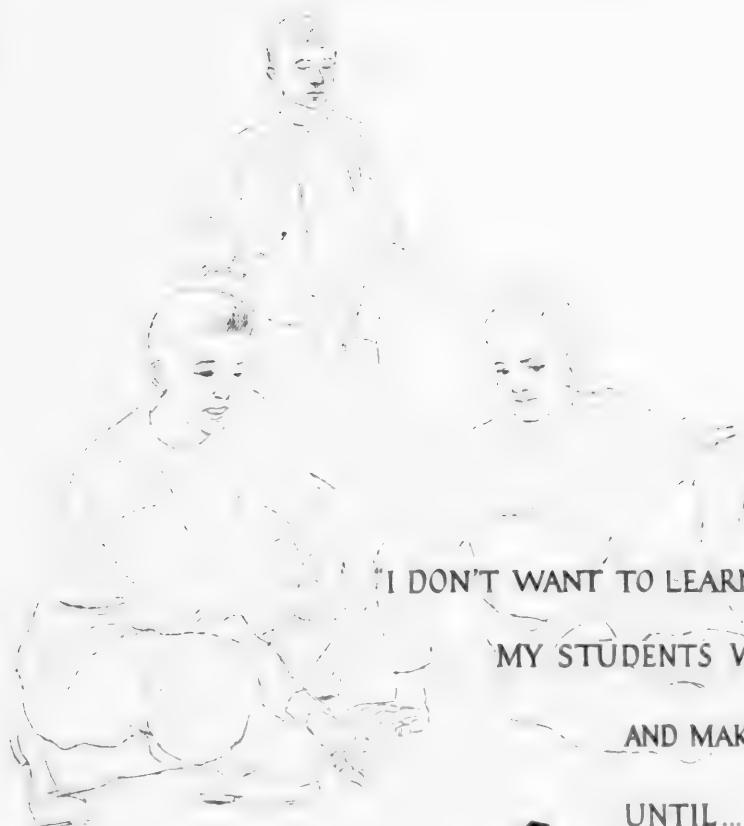
High school students are just as much in demand as college students. In the case of stenographers and typists, the situation is reaching the point of desperation. One high school senior told me in her counselor's office that, even before graduation, she had been bombarded with a hundred job offers—by mail, by telephone, by personal visit, by friends. Although she was a good student and well worth hiring, she was not outstanding. She was typical, and I assume that her many job offers were typical, too.

A Boston office has reported that one newspaper advertisement for general office clerks will pull in 60 ap-

plicants—but no prospects for employment. A Buffalo employer is so desperate that he has made arrangements with the building elevator starter to call the interviewer at home in case a good applicant should come in on a holiday.

Employers have sharpened their ads—and their offers—to get scarce white-color help. "Just know your ABC's and 1, 2, 3's and you'll qualify," says an ad for file clerks in Los Angeles. Other office-help-wanted ads in that boom city ask for "dolls" or for such types as "a gal who's fast on the draw."

A St. Louis firm offers to provide a secretary with transportation to and
(Continued on page 43)



"I DON'T WANT TO LEARN, I JUST WANT TO MAKE MONEY."

MY STUDENTS WERE OBSESSED WITH MONEY

AND MAKING "SEVEN THE HARD WAY."

UNTIL...



THEY LEARNED BOOKKEEPING THE "EASY WAY"

THE PROBLEM of developing knowledge and skills in the lower high school grades can become very complex. I discovered this a few years ago when I acquired a group allergic to books of any kind save the comic book or the detective thriller.

Warehouses and factories dotted the streets of this school's neighborhood, while here and there a small house sought vainly to maintain its residential status. The students would tell me, "My father left school in the seventh grade, and he has a good job. He's a longshoreman, and he makes a lot more than some of these 'softies.' School regulations keep me in school.

S.R. M. PARACLETE, S.S.J.

Queen of Peace High School
North Arlington, New Jersey

I don't want to learn. I would rather go to work and earn some money." These students didn't need any more money; they had too much of it as it was. Their mothers and fathers gave them plenty of cash and they promptly squandered it on nonsense or else got rid of it by shooting dice when the cops weren't looking. As long as the money lasted, they worked overtime—on factory steps or street corners.

The ability to buy and the thrill of

winning money to do more buying was more exciting to them than the pleasure of learning or the satisfaction in an accomplished task. Their end objective was: "Let's get this education business over with, the sooner the better; and in trampling down education, let's eliminate the teachers, too." Now, don't mistake me; it was no "Blackboard Jungle" setup. It was simply apathy, a resistance to learning, and a distrust of teachers.

In the survival for existence, I had to form a definite program. My aims had to be:

1. To change their attitude, to make them want to learn.

2. To teach them how money is handled by men who know its value, to lead them to use it to make life easier for themselves as well as for their families.

3. To promote a hobby that would keep them off the streets at night.

On the first day the class met, I tried to draw out the students. "What do you want to do after high school?" They either had no plans, had no plans to communicate to me, or else did not want to be called "Brownies" for lining up on the side of the teacher and "Chicken" for backing down on the agreement ("No studyin', fellas"). I decided that this approach was wrong; so the next day, I gave out slips of paper asking four questions. I said, "No names, please! You may print the answer if you wish."

Were you away during vacation this year? _____

Did you enjoy your vacation? _____
Are you glad that vacation is over? _____

Reason: _____

Ninety per cent said that they had not gone away except on a few one-day trips. Nearly all said that they were glad that the summer was over and gave their reason: "It was boring; we had nothing to do."

On the third morning I began, "Well, yesterday you told me about your vacation, so now I shall tell you about how I spent one day during my vacation." I had to keep in mind that most of them had taken only one-day vacation trips, and, in order to meet them on their own level, I'd have to talk about that kind of trip. So I went on to describe a day I had spent in New York—Radio City, Empire State Building, Saint Patrick's Cathedral, United Nations Building, Mother Cabrini's Shrine, a visit to a ship that sailed the seven seas. When I finished I asked, "How many of you have ever been to New York?" Not a single one—and it was only a few miles away! "How many of you would like to visit New York?" Everyone—not a single hand remained down. "This year? Before Christmas?" At this, even the troublemakers forgot their constitutional by-laws. Yes, they would like to go; and so I promised (rather rashly, I must confess) that we would make the trip, every single one of us. There was only one condition: we must work together; every afternoon at 2:30 we must all be able to say "mission accomplished."

The following morning they were knocking on my door before I was

ready for class. They had discussed the plan the night before and their enthusiasm was wonderful. I told myself, "If I can just transfer this to their studies, we can win." At all events, their interest was aroused to the point where they were willing to do many things that they had no intention of doing on the first day of class. They wanted to start then and there to save so much each week.

The representative of a local bank came in and explained the different kinds of accounts—savings accounts, checking accounts, etc. Within a week, each student had made out his application slip, deposited \$1.25 in the envelope, and started his own savings account. Every week their deposit was picked up by the bank car. As the bank books were returned each week, their owners examined them carefully, then handed them to a cashier they had selected from among themselves. The books were locked away, and both the cashier and the assistant cashier were given keys to the locked box.

More Help from Outside

Shortly after this we set up a modified Junior Achievement Program. One of our parishioners was a great believer in this program as it is organized in our cities. Since he spent most of his time with boys and girls interested in this type of work, we persuaded him to talk to our students, who were as yet too young to join the official Junior Achievement setup. He came, he talked, and he brought with him a friend who went into action. This man showed the students how to make costume jewelry—and that was it!

My students set themselves up in business. They borrowed \$100 from the school account, with the permission of the principal. They drew up a balance sheet immediately. The teaching of assets was very real to them, and the proprietor (themselves) on the credit side of the sheet was even more real. A purchasing agent was named, a student who would go into the city to buy the "backings" and the "jewels." Of course this agent needed carfare, so a petty-cash fund was set up. Small cash receipts were signed by the agent when he removed his carfare from the box. (They did not trust each other too far—I had to hold the key to this box.) They checked the sales slips as they came back from their suppliers, the bills were discounted, receipts were made

out for money received, a checking account was opened, deposits made, bank balances reconciled, entries in both journal and ledger were taken care of, and expense and income accounts were explained and duly entered. In addition to this, they returned the \$100 to the school account, with interest; deducted the incidental expenses of their trip; and closed the books—before they took their trip to New York on December 8th.

Naturally, as business progressed, certain students made the finished product, and a payroll had to be made out. Arriving a half hour early in the morning did not provide sufficient time, and so, many an afternoon, they had to be put out at 5 p.m., taking work to be finished at home. They had their trip to New York and another to Washington, D. C., in late spring.

The up-hill drive was terrific. Hours had to be spent on planning. Deposit slips, checks, and work sheets had to be mimeographed so that all would be engaged in doing the work. One of the boys had a friend who donated journal sheets and ledger pages, so that all would be able to make the entries. Another boy arranged the bulletin board and showed the bookkeeping cycle, using forms he had made pertaining to the class business. They took inventory of all "jewels" left at the beginning of each month and made out a merchandising inventory; they never wavered when it came to a question of whether to debit or credit the stones.

One morning when we were discussing the buying with the purchasing agent for the month (we used a rotation plan on as many jobs as possible), the leader of the first-day gang said, "Gosh, Sister, do you know that you are teaching us *bookkeeping*?" Of course, for his sake, I looked surprised, but I confess to being nearly overcome when this great hater of books added, "Them kids over at St. Pete's ain't gettin' no Bookkeepin'." I was too happy to notice his grammatical errors and I think Saint Peter would be too big to notice his apparent disrespect. I realized that his reaction was but a reflection of the attitudes of the rest of the class.

When June 10th came, I looked over the aims I had listed on that early September afternoon. Taking up my marking pencil I wrote across the page "Mission Accomplished." I be-

(Continued on Page 49)

Textiles



Can Challenge Their Imagination

Here are ways to interest your DE students in the properties and uses of clothing materials

NORBERT ZEIMES Temple University, Philadelphia

TEXTILE MERCHANTISING is an important area of distributive education. The bewildering variety of natural and man-made fibers, finishes, knits, and weaves presents a challenge to every DE teacher. At one time, textile fibers were relatively few in number, and their characteristics could be readily taught. Because of the abundance of information about recent developments in textiles, however, more effective teaching techniques need to be developed. We must make the teaching of textile information fundamental for all DE students.

"Fact tags" are often meaningless to salespeople, though they have been carefully prepared and affixed to the garment by the manufacturer. One way to make students aware of the need to understand such information is to have them mount a number of different tags on the inside of a file folder, opened lengthwise. The folder can be displayed on the bulletin board for the whole class, or it can be retained by an individual student.

Actual fabric swatches are highly effective in teaching the nature and characteristics of various fibers. If they are cut, or even sewn, into simple shapes that represent their practical uses, the swatches can be dramatic and informative. This is better than the usual method of having students merely finger a swatch of material. For example, a wool swatch of glenplaid material, cut to the shape of a pair of trousers, conveys the idea of the use of the material far more effectively than would a square, pinked swatch. Similarly, dress materials

might be cut in the form of a dress, felt in the form of a hat, and so on. If it is not desirable to cut the material, an alternative method is to cut out a paper form and to place it over the swatch. Displaying swatches in this way is interesting, and if merchandising facts about the material are mounted on the same paper, a double effect is achieved.

Subjecting swatches to durability, burning, oil, ink, and water-absorption tests can be equally interesting to students. Although these are not foolproof, they show the student simple ways to identify certain fibers. It often challenges the ingenuity of some students to develop a simple durability test using blocks of wood covered with sandpaper or subjecting a swatch to repeated washings.

Or, why not have a performance report made by a student who wears a certain fabric? This report could be as detailed as the student's work situation permits. For example, the life of the item, tag facts, advertising claims, appearance, wearability, and washability—all could be tested by everyday wear and reported on by the student.

The distributive-education teacher who uses some of these techniques will find students interested in learning textile facts and interested in using these facts as selling points when dealing with customers. An otherwise mundane area of instruction can be made absorbing for students whose teacher uses a variety of such techniques.

The public's growing consciousness of the importance of our schools indicates a renaissance in education. In order to get your share of attention and funds . . .

WIN RECOGNITION FOR YOUR DEPARTMENT

WALLACE W. REIFF, San Jose (California) State College

OUR AMERICAN education system is experiencing a renaissance that is without precedent in our history. Classrooms are being built by the thousands. Bond issues of amazing proportions are being passed and, justifiably, supported by communities all across the country. Education is even coming to the forefront of national politics. The whole field and its professional members are beginning to receive long overdue attention, understanding, and appreciation.

Business education must act now to receive its fair share of this support and encouragement. Now is our chance to have our objectives and needs evaluated. All levels—junior and senior high school, college, and university—must make their individual and collective contributions to win the teaching aids, physical facilities, equipment, and staff necessary to provide the best opportunities for all students.

A major proportion of the school population is affected by the business-education department. As more schools recognize the importance of economic efficiency for individual members of society, more and more business offerings should be included in the general education of all youths. At the same time, the increased demand for adequately trained business workers must not go unheeded.

To a greater and greater extent,

business and industry are assuming responsibility for training in areas that the secondary schools and colleges could and should cover—and at less cost. It is imperative that the objectives, offerings, and methods of business education be subjected to swift and accurate analysis. If our offerings are vital to student well-being, they must not be allowed to dwindle; yet, we must make certain that we use instructional time and space economically.

Wanted: New Techniques

It is equally imperative that we experiment more with methods and techniques of instruction. Experimentation, however, is not enough. As soon as new methods and techniques are qualified, they should be implemented as part of instruction. This is the age of speed. Education must not lag, or else "the battle may be lost before the artillery arrives."

Let's not forget the importance of communication. Every time you're offered the opportunity to become a member of a group that provides contact with business, with colleagues, or with students, seize it. Take pride in what your school is doing, as well as in what you are doing. Use your resources to promote both your work and the school's work. (Incidentally, this will help you to gain the respect and confidence of your administrator.)

Each time business or industry installs new equipment that may affect your students as future employees, or institutes a new system for accelerating business operations, *investigate*. In addition to having a lot of fun, you can bring this information back to the classroom as a vivid, pertinent, and fascinating part of your instruction.

What about new school construction? Maybe your community is making plans along these lines. One metropolitan area estimates that it will be necessary to build one classroom every day for the next ten years in order to keep abreast of the demand for instructional space. Certainly business education has earned, and will be getting, a number of these rooms. It is your business to know how they are being planned, what will be put into them, and how they will be administered. Knowing these things, you may find it possible to have that "ideal" classroom. There are new soundproofing materials available, as well as new projection and writing surfaces that never have to be refinished. There are new lighting systems and other revolutionary instructional improvements. Keep on your toes—it may be possible for you to suggest superior accessories and arrangements that will be of considerable value and result in a reduction of plant costs in the years ahead.

All the points just discussed are

essential for the advancement and growth of your business-education department. There are other essentials. The following suggestions are not new. Several of them could form the bases for complete studies in themselves. Consider them; then check to see how many you are acting on.

1 "Showroom" Displays. Almost any business-education classroom can be made into a bright, scintillating example of good teaching and effective learning.

Bulletin boards should be used to the greatest possible degree, with students organizing and constructing displays under your supervision. Be sure to change the material periodically. Illustrate class accomplishments, new equipment in business, job opportunities, importance of personal appearance, records of past students' school achievements, and records of the success attained by graduates.

Most business houses will be happy to give you samples of their forms, procedures, and organization systems, along with information on their opportunities for new employees. Some office-equipment firms will let you display the latest equipment available, if they know that it will receive proper care and protection.

2 Community Services. In some business courses, there are times when such procedures as mass mailings, checking, and form letters are pertinent. See if you can arrange your instruction in these areas to coincide with the time when some welfare or charity organization needs help in a mailing or checking campaign. Volunteer. Your students will have the opportunity to work with materials destined for actual mailing and use. This will start you and your class along the road to community recognition and respect.

3 Self-Promotion. You may have the opportunity to participate in a panel that is dealing with a subject right up your alley. You probably know as much about your specific area of study as anyone else does. Use this knowledge to good advantage. The community likes to know what the school is doing. Tell them. In particular, tell them what your classes in business education are doing. When some event in one of your classes is newsworthy, send the item to the local paper as well as to the school

paper. Newspapers love to put people's names in the paper. Help them!

4 Professional Co-operation. One way your administrator will judge your accomplishments is by the comments of your colleagues. Consequently, it behooves you to get to know as many of them as well as possible. Co-operate on committees. Render as many services as your time allows. This will insure your being "in the know" when appropriations and changes are due. You'll be consulted.

5 Parent Recognition. There must be understanding between parents and teachers in order to promote effective education. The school operates in a sphere delineated by public opinion. Participate in P.T.A. Investigate other organizations that may afford a chance to meet and discuss the school and the community with parents. A new source of understanding may be right under your nose.

6 Guest Speakers. Who knows more about business than one who is in business? Have businessmen in your community meet and speak to your classes. They will take an interest in your activities if they know that you respect them for the goods and services they render to the community. A business-education student is all ears when he is listening to a successful businessman.

7 Open - House Programs. More and more schools are holding open house. Business teachers should use these opportunities to show their work. School budgets tend to lean more heavily toward those departments that are in the public eye. Present your accomplishments, your plans, and your needs to the community.

Businessmen pay the major portion of taxes. Convince them that you are doing a good job with what you have, that they are vitally involved in your program, and that you need and solicit their support. You may find yourself receiving the physical facilities and staff that will enable you to do the best training job possible.

8 Experimentation. Revolutionary changes in business equipment and procedures are taking place. One of the greatest dangers in education is the tendency to view these changes with apathy, even with resistance. It

is the teacher's responsibility to be aware of new developments and to plan his instruction in accordance with them. Otherwise, we may be producing workers unsuited for available positions. Any business that produces a product for which no market exists soon goes out of business.

If we use our imagination, lose the fear of experimentation, and study principles of learning, we can put into practice many new and improved methods of instruction that are now being discovered.

9 Professional Attitude. Education is beginning to gain the respect of other professions. But this beginning can be the end unless teachers earn true professional status. A profession is a thinking group of people with common objective who render great ethical service to others. This necessitates full co-operation on studies conducted in business-education areas, attendance at conventions, reading of professional journals, continuation of postgraduate study, contributions to professional activities, and the encouragement of fellow teachers to do the same. When a technique of instruction is discovered that answers a common need, these avenues should immediately be utilized to make the technique available for study and adaptation.

10 Work - Experience Program. Much has been written about the importance of providing students with actual work experience during the period when the school can still help them adapt to work situations. A co-operative work-experience program is a "must"—not just in the distributive occupations, but in office occupations as well. Here is another opportunity to put your work before the public eye.

11 Business-Club Activities. It is almost impossible for a teacher to misunderstand his students' feelings and objectives when he gets to know the students. One of the best ways to bring this about, and at the same time promote a high degree of interest in business, is through the establishment and supervision of a business club. Aids are available for any teacher who wants to set up a club and plan its activities. Future Business Leaders of America is an example of a club that offers many opportunities. Organize a chapter and add some fun to your life.

12 Employment Aids. Any manufacturer is as interested in marketing his product as he is in producing it. Similarly, the school certainly has an obligation to assist those of its graduating students who desire initial employment. These students are our representatives, and their success or failure in employment is often in direct proportion to our success or failure as teachers. Start a student placement bureau. You'll be surprised at the attention it will bring you and your department, and you'll find that you've won the lasting esteem and appreciation of students—your products!

13 Post-Graduate Training. Adult education and extension offerings seem to be gaining in popularity. They certainly should be. Adult business courses are in great demand, both by former business students and by people who were unable to take business training at some earlier period in their lives. These people are willing to pay for what they receive. The school should make available to them its facilities and the services of those teachers who desire to take on additional classes.

Through these courses and the contact you have with people actually engaged in business occupations, you find out the strong and weak points of your program. And—you have put yourself in the public eye once more!

14 Community Visits. It is wonderful to bring illustrations of current business operations into the classroom. Wouldn't it be even more impressive to visit business offices and see the illustrations in actual operation? A tiger is impressive in a concrete pen, but wouldn't he make an even deeper impression on you if you saw him standing a few yards away from you on an unfenced plain in Africa? Properly organized field trips are remembered longer than lessons in classrooms—which are, after all, on the sidelines.

15 Community Surveys. Local education is usually thought of in terms of meeting local needs. It seems logical, then, that we should find out what those needs are. Frame a few questions in those areas that seem somewhat doubtful to you. Give them the test by presenting them in places where answers can be discovered. Once you have determined local needs, much of the work of lay-

ing out your course has already been accomplished.

16 Annual Histories. Surprising as it may seem, students like to recollect not only extracurricular activities of the past, but classroom activities as well. It might be possible to have a section of the school annual devoted to business-education activities and events. (Of course, you must *have* the activities and events first.) Or, you might make up some inexpensive brochures that your graduating students could take with them. You would certainly get your department before the public if you used pictures of students engaged in business-education activities.

17 Self-Evaluation. A professional person usually gives the *impression* of being a professional person. The teacher of business must remember the value of personal appearance and actions. It has been said that we are judged first by how we look and secondly by what we say. There is no substitute for a pleasing appearance. Likewise, there is no substitute for a positive attitude. Win the confidence and respect of your fellow teachers by avoiding participation in gossip and fault-finding. Don't spread a rumor about another teacher or a student simply to attract attention. How would you react if the tables were turned?

Remember, respect is earned, not demanded.

18 Department Organization. Your department may or may not have a chairman to co-ordinate activities. If not, it is important for you to take the initiative in promoting co-operation among the members of your department. Communication is an element of this; responsibility is another. Get together with your colleagues and decide what needs attention, what decisions must be made, and by what method.

A participating group is a happy group. An overworked person, however, is usually an unhappy person. Split up the work and keep one another informed of what you are doing. One of the best ways to win friends is to seek advice from others whenever possible. Most people will ask advice of someone they respect and have confidence in. The person whom you are consulting generally realizes this and interprets your action as a pat on the back. Try it.

19 Administrative Contact. It behooves any department to be on good terms with its administration. An administrator appreciates your including him in your activities on appropriate occasions and will usually be most happy to participate if his responsibilities will allow him to do so.

When you see something in professional literature that gives you ammunition for a request that you plan to make one day, call it to the attention of your administrator. Be sure, too, to let him see any favorable publicity about your work and your department. You'll win his respect and confidence.

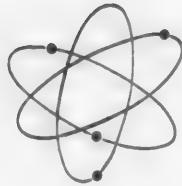
20 Periodic Revisions. It is not enough to have good plans, outstanding activities, co-operation, and administrative confidence. You have a contingent responsibility for periodic revision. You can effect improvements in your methodology and curriculum in keeping with current needs and future projections. However, it would be well to set definite dates as limits of operating periods. Business operates in cycles; business education should do the same. Compare one period with both the period that precedes it and the one that follows it. Test your program; put it into practice; test it again; adapt it; put it into practice again. Through periodic revision and trial, you will be able to make "Better Business in Business Education" a reality.

The Way Ahead

Apathy makes the difference between a new, higher level of business education and the dwindling away of our offerings. Change is inevitable. We must be prepared—we must be *eager*—to find fast, accurate solutions for problems that are going to influence the future of business. When growth ceases, death is close.

The suggestions offered here as possible activities should be investigated in the light of your individual situation. Put them into action whenever and wherever possible. Business education is fun. It can be more fun if we promote learning, interest, and co-operation among student, teacher, administrator, and community.

The professional person in business education must take the initiative toward the attainment of ideal business education. As Emerson said, "This time . . . is a very good one if we but know what to do with it."



Automation is not going to wait for business education to catch up with it. Here is background information for judging your students' future needs. Find out . . .

WHAT YOU SHOULD KNOW ABOUT

E. DANA GIBSON

San Diego State College
San Diego, California

RECENTLY I read a joke that illustrates the popular conception of electronic machines. It seems that a certain individual always takes the 8:30 subway train to work. One morning he reached the subway platform and found a new machine staring at him. He read the sales "come-on," whistled, and said, "I don't believe it." He dropped a nickel into the slot and out came a card that read, "You're John Brown, 34 years old, 5 feet 10 inches tall, married, have two children—one boy and one girl—and you're waiting for the 8:30 train to the Bronx." "I still don't believe it," he said. So he went upstairs and brought down the newsstand operator, who put in his nickel and likewise received his correct personal information. Not convinced, Mr. Brown put in still another nickel to see whether he'd receive the same answer twice. This time he read, "You're John Brown, 34 years old, 5 feet 10 inches tall, married, have two children—one boy and one girl—and now, you fool, you've gone and missed the 8:30 train!"

Well, our electronic computers are reported to be just about as fabulous as this; but they're not. As we'll see later, all they can do is what any rotary calculator can do—add, subtract, compare, and remember—but they do it at fantastic speeds with much greater memory ability.

All of you, I'm sure, are familiar with data processing, which includes such common things as filing, listing, sorting, typing, collating, and similar office operations. *Integrated* data processing means putting these opera-

tions together into a usable business whole. An electronic IDP system is one that is so constructed as to make the most effective use of data through electronic machines that perpetuate the data in some common-language form.

As the magazine *Office Management* puts it, there are three points of difference between the IDP approach and that of conventional methods:

1. Original data are recorded *at their point of origin* in a mechanical form.

2. Once in mechanical form, data are processed exclusively in a mechanical manner.

3. All processing of data is integrated, so that original data in mechanical form *serves all subsequent applications*.

How Much IDP?

To accomplish this, it is possible to make use of available office machines in a comprehensive yet selective fashion. It is not necessary to have an electronic machine to perpetuate data. At the present time, we have three types of processing machines: the mechanical (as opposed to the electronic), which uses punched cards as the processing medium; the all-electronic (such as the Univac or the IBM 705), which may make use of no mechanical device in its operation; and a combination machine (such as the IBM 650), which uses both mechanical and electronic machines. Each of these machines, or groups of machines, has its advantages and disadvantages. That is why it is so important that businessmen study their businesses thoroughly to discover whether a new system, new machines, or both new machines and a new system, will be the best solution

to their individual office problems.

As indicated earlier, present machines will not be cast aside, but they—or variations of them—will be adapted to the new system of integrated data processing. Typewriters will still be used as typewriters, but some of them will have punched or electronic tape devices added to them. As a typed copy is made, a tape will also be prepared that can be fed into one of the data-processing machines mentioned earlier. Adding machines, calculators, cash registers, charge-plates, and bookkeeping, addressing, and similar machines will all have a common-language medium through direct input to memory devices or through such other input devices as five-hole or five-channel tape. (Tape, as we'll see later, can be used as input for all types of IDP machines on the market today, either directly or with converters.)

In the past, electronic machines have been devoted primarily to the solution of scientific problems. The first such machines were *mathematical* wonders. Problems that engineers, mathematicians, or scientists would struggle over for weeks, these machines could do in a few hours or, at most, a few days. On the whole, these machines were of the analog type—aptly described as fast slide rules. For handling business data or problems, however, these machines had two main faults—one, a slide rule gives only a close approximation of the right answer (which is good enough in many scientific cases); two, the machines had slow input and output mechanisms.

Digital computers soon were developed for data-handling purposes. A digital computer has been described as a fast calculator. It gives exact an-



INTEGRATED DATA PROCESSING

IBM 705 Electronic Data Processing Machine

swers to the problems inserted. The binary method of numbers, based on 1 and 0, is used. At speeds ranging up to several million digits a second, it can, by adding, subtracting, or comparing, solve almost any business problem, particularly if the data has been put into integrated form and a usable system has been worked out.

The first digital machines, however, being large computers, were still not what business needed. For example, a large payroll may add a great deal of data to that already in the machine in order to obtain many printed checks with all the required deductions shown. Internally, the machine could complete the necessary facts at fantastic speeds for hundreds of pay checks; but getting the additional data into the machine and the checks out was a much slower process.

Solving the Input Problem

All kinds of available mechanisms were tried as input devices, but each of them proved too slow for the electronic calculator and its memory. A typist at a machine does 80-100 words a minute, or 400-500 digits. This is not fast enough to make profitable use of calculators costing thousands of dollars. The Potter Instrument Company invented the "Flying Typewriter," which could better this speed a great deal when it was fed by some form of tape. Punched, printed, and electronic tapes were soon substituted for typewriters. Today it is possible to obtain information at its source—the sales counter, the materials-control department, the accounting department—through the

substitution of devices that will punch tapes with the incoming information and feed it into an electronic machine, either directly or by means of converters and/or buffers, through several input mechanisms simultaneously. Multiple input tapes make possible more economical use of the present expensive electronic machines.

Output was another stumbling block. Even though information went into a machine at high speed and the machine solved the problems quickly, what good was it if the information was slow in coming from the machine? High-speed printers are available, or are now being developed, that will make it possible to do whole payrolls or the monthly billing for large concerns in a few hours. We'll investigate these more closely later.

As you can see, the development of integrated data-processing machines has been progressing fast. As most of you know, however, the cost of such machines at present is high. The Univac, in its different forms and models, rents or sells for hundreds of thousands on up to one or two *millions* of dollars. IBM's machines rent for thousands of dollars a month (some rentals run over a million dollars a year) and sell for as high as \$3 million.

If this is all we can expect in the near future, then we, as business teachers, may be dead before changes will come about that will directly affect us or our graduates. This is not necessarily, in fact probably not, the case. In the first place, these machines and newer models are being reduced in price as their use increases.

In the second place, many concerns have attacked the problem with a more limited objective. The National Cash Register Company is working on electronic bookkeeping and accounting machines and cash registers. They will sell for considerably under the figures quoted earlier. It is reasonable to expect that in a few years lower priced machines will be selling well. Burroughs has decided that, even with expensive equipment, a concern does not need to make a complete change all at once. It has a three-part change-over plan that, when completed, can be put together into an integrated data-processing system. Even the small businessman will have to adapt. In 1954, A. C. Vanselow told the American Management Association:

Even smaller companies should study the possibility of using medium-sized computer service centers (rental service centers), as they, too, may be unable to cope with the operating costs of larger companies using electronic data-processing equipment.

It is in the matter of *system* that fast changes can most practically be made today. In *Office Management* (June, 1954, p. 18), Ralph W. Fairbanks says:

Integrated data processing does not depend on any one machine or group of machines—it is a concept into which various machines can be fitted. It is the concept that is important, not the tools incidental to that concept.

He goes on to say, "The real office revolution is not a machinery revolution at all; it is a systems revolution," adding:

There is no reason, therefore, why the

smallest office cannot benefit by these new systems developments and put them into effect with only those pieces of new equipment that are actually practical for its operation. A number of small offices across the country have already done so and are reaping substantial benefits as a result—benefits in the form of increased speed of processing, increased and improved service to customers, better and more useful control data for management—as well as sizable reduction in new operating costs.

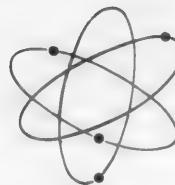
Under the integrated data-processing formula, Mr. Fairbanks says, all that is necessary to apply this new concept is the changing of all incoming information into a common-language medium, "so that subsequent distribution and processing after the point of origin can be carried on with a minimum of human intervention and supervision." This does not necessarily imply expenditures for the use of electronic or other heavy equipment. A system that utilizes IDP concepts can increase the efficiency of the large or the small office.

As you can see, a revolution is taking place that business teachers cannot afford to ignore, except at the cost of many opportunities for their business graduates. The future need not hold a mixed blessing for these young people. The fact that many large businesses have already shown the way toward better office systems, usable even in small offices, means that none of us can be content any longer to ignore the office revolution that is starting. Although many of our graduates will not encounter these changes immediately, they will be forced to adapt to them during their lifetime. The more open-minded they are and the more IDP knowledge they obtain, the better they will be able to meet the competition they will encounter.

Let's look at some actual business cases in which IDP has been put to use, with or without a concurrent machine revolution. A good place to start is the case of a business publication, where system, not machines, played the major part.

CASE 1—Fairbanks Business Publications: Reader Information.

The publication sends its product free to a select list of recipients, deriving its revenue only from advertising. It needed to know all about its readers so that its advertisers could be sure that the right people were reading their messages. It was first necessary to create a common language for all the information to be sought. A code that did this job well



was set up. A code, however, was not enough; the company needed a medium that would allow easy flow of information within the organization.

In all IDP systems, a basic tenet is that all information should be recorded at the point of origin—in this case, the circulation department. Notched cards were prepared from the addressing stencils made up for each reader. Through the use of a needle, any information about the readers could be obtained quickly. Then the company purchased a machine to transfer the coded information from stencils to notched cards, thus accomplishing all the operations that were essential under the new setup.

CASE 2—John Plain & Company: Inventory Control.

This is a large wholesale mail-order firm that has been able, through the use of Remington Rand's Fac-tronic system, to produce up-to-the-minute inventory analysis. Ten clerks working at 10-key input systems tied directly to a magnetic-drum memory are able to make complete tallies for 12,000 different items each day—or at any time needed—and to accommodate approximately 80,000 order lines per day.

To obtain a sales total on any item, the operator simply taps out "O" plus the catalogue number, and the total appears in the panel above the keyboard. Each night, the machine is set to run off a complete report on all 8,000 items in the catalogue. One distribution machine and ten operators do the work formerly performed by 60 tally clerks. Making slight changes in the machine enables it to handle many other kinds of inventory problems, materials scheduling, etc.

CASE 3—Pennsylvania Railroad (Western Region): Payroll Operation.

Because of the requirement that trainmen, regardless of legal residence, must pay income taxes based on the actual period of time used in passing through a political division, the Pennsylvania Railroad was forced to spend a good deal of time and money figuring each amount and mak-

ing the deductions necessary for local, state, and Federal taxes. Three electronic computers now do this work. In addition, these machines are able to speed up semimonthly payments to more than 25,000 employees.

CASE 4—National City Bank of New York: Distribution of Overhead.

By using IBM machines and systems, this bank has reduced actual computation time from over 1,000 hours to 9½ minutes.

CASE 5—Prudential Life Insurance: Policies and Notices.

In place of 86 of the 131 machines in its home office, Prudential has substituted one IBM Model 702 computer. (It will eventually be replaced by a Model 705 for even greater speed and flexibility.) The 702 and the machines that remain process about 80,000 daily premium notices, as well as 3 million yearly accounts-receivable policies, and perform many other auxiliary functions. A considerable reduction in clerical help and an increase in accuracy is expected to result.

CASE 6—Bell Laboratories: Machine Bookkeeping.

The Bell Laboratories have put into operation an automatic message-accounting machine that will take down all the facts of a long-distance call and translate them into monthly bills for the subscriber. A tape records the facts; when it is full, it is taken to the accounting office, where an automatic reading machine puts all the facts together for billing purposes, at the rate of 80 digits a second.

CASE 7—Bessemer and Lake Erie Railroad Company: Way-billing System.

As the typist makes out the waybill, a five-channel tape is cut simultaneously. As "Paperwork Simplification" (published by Standard Register Company) describes it, "When all waybills over one route have been completed, the tape is used to produce a shipping statement mechanically and also to reproduce an additional tape. The latter is used by the car accounting department to punch tabulating cards. The original tape is sent to the consignee steel mill, enabling it automatically to produce a tabulating card for each carload of traffic."

CASE 8—Dow Chemical Company: Clerical Log.

"Paperwork Simplification" also re-
(Continued on page 45)

ANNOUNCING... AT A NEW LOW PRICE

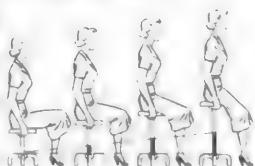
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Don't Be a

SALTY SLUMPER



She is a candidate for that occupational hazard—
nagging backache.

Her efficiency will be decreased considerably.

GOOD POSTURE INCREASES EFFICIENCY

Be a

PATTY PERFECT POSTURE

You will enjoy working.

You will get more work done with less strain.

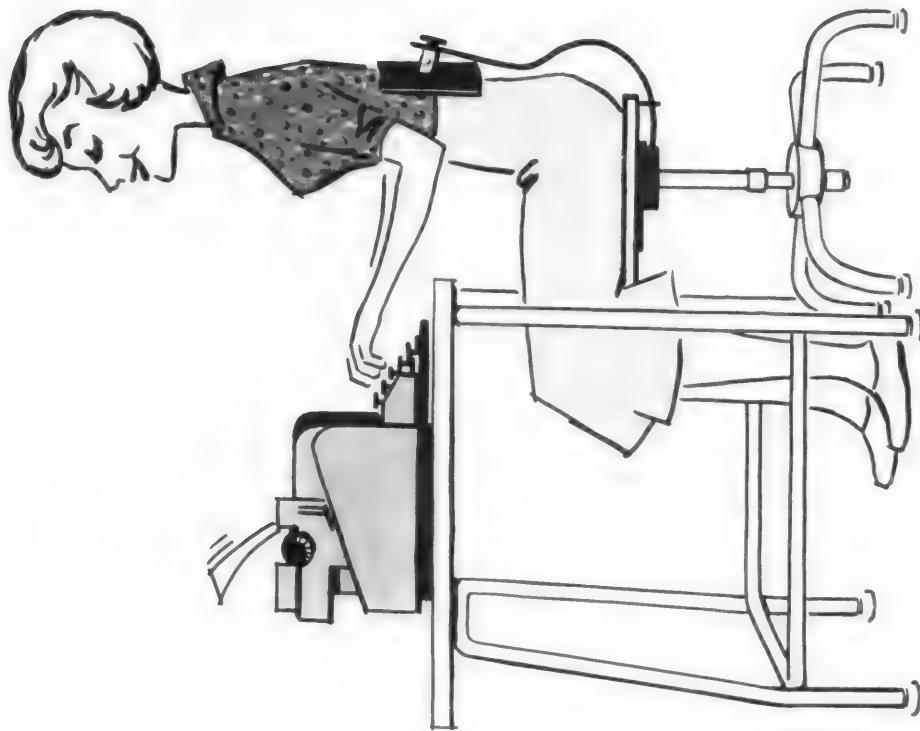
CHECK YOUR SITTING POSITION:

Is the small of your back firmly supported?

Are your feet flat on the floor?

Do your forearms slope upward from your
elbows to your fingers?

Is your chair positioned so that your upper
arm is nearly perpendicular to the floor?



Modern . . . dramatic way to **STRENGTHEN** a boss' right arm!



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Integrate Your Spelling, Punctuation, and Proofreading Program

Second of two parts

LEROY A. BRENDL,

West Hempstead (New York) High School

DICTATION IS BEING recognized more and more as a sound method for developing automatic spelling and punctuation habits in typewriting. Dictation should not be attempted at the typewriter, however, until the student is thoroughly familiar with the keyboard and with the operational devices of the machine.

Some may question the basic value of direct dictation. However, not only does it prepare a student for "voicescription" from a dictation machine and direct dictation in an office, but it offers these three aids in teaching spelling and punctuation:

1. Dictation at the typewriter teaches a student to think before he types. It eases the transition between typewriting from a textbook and typewriting from shorthand symbols or voicescription. It also provides valuable training for future transcription. A word heard as "kwik" must be

ILLUSTRATION 1

Teaching Punctuation Through Typing

1. Explain each punctuation rule carefully, using "picture lines" on the chalkboard to represent words, phrases, or clauses set off by punctuation.
2. Dictate the following illustrative sentences, giving the punctuation marks.
3. Proofread.
 - a. Use the comma to mark off introductory adverbial clauses.
 - (1) If the work had been done, the reports would now be ready.
 - (2) As soon as he finished his study, he reported the findings.
 - (3) When in doubt, consult the dictionary.
 - (4) Inasmuch as you must make a decision, study all facts carefully first.
 - (5) Although you were not present, you are still responsible.
 - b. Use the comma to point off sentence elements that might be wrongly joined if there were no comma.
 - (1) Within, the fire burned brightly.
 - (2) Ever since, he has been with the organization.
 - (3) Before you leave, Mr. Adams, the treasurer, will give you your check.
 - (4) Let us eat, gentlemen.
 - (5) Whichever plan you decide to follow, follow it wisely.

FOLLOWING DAY

Dictate the above sentences, omitting punctuation marks but denoting their presence through deliberate pauses and voice inflections.

ILLUSTRATION 2

Learning Correct Date-Writing Through Typing

1. Students are *told* how to type *January 5*; it is typed (as illustrated on the chalkboard), omitting the terminations *st*, *nd*, *rd*, *th* when the date follows the month. Dictate the following sentences, emphasizing voice inflections so that students can "hear" the punctuation marks:
 - a. Your order of January 3 was sent to your office, postage prepaid.
 - b. The letter of March 25, 19____, was filed in the wrong folder.
 - c. Your note of May 1, 19____, falls due on June 30, 19____.
 - d. He wrote letters on February 8, 15, and 22, but no reply was received until November 10.
2. When typing the *5th of January*, it is typed (as illustrated on the chalkboard) using the terminations *st*, *nd*, *rd*, *th*, when the date stands alone or precedes the name of the month.
 - a. Your account must be paid in full on or before the 10th of the month.
 - b. Action was brought against the debtor on the 22nd of June to collect the long overdue balance.
 - c. Meetings will be held on the 1st, 8th, and 22nd of next month.
 - d. Your account must be paid in full by the 10th of this month to avoid court action.

Notes

1. This is a "telling-doing" procedure, not a "teaching-learning" procedure. Actual teaching of English is left in the hands of the English department.
2. The second method for writing dates is not mentioned in connection with presenting the first method; likewise, the first method is not mentioned in connection with presenting the second. The aim is to clarify an English point and to automatize the principle at the typewriter. The latter aim is not easily attained if the student is required to "think out" which method to use.
3. A minimum of time is used in *telling* the students the principle involved. The time is put to better advantage in *student-doing*.
4. Very little time, if any, is used in dictating sentences in which the illustrated principles are mixed.

ILLUSTRATION 3

Below is a letter containing several errors. Retype the letter, making all corrections in typing, punctuation, spelling, placement, figures, etc.

Men's Haberdashery **COBB'S**
281 Oakland Avenue **BEaver 4-8269**
City, State

Dear customer,

Naturally your interested in saving money on a new summer suit equivalent in some cases to at least a days pay. Who wouldn't be.

Thats why were writing you. We find ourselves over stocked and are placing two hundred fifteen beautiful summer suits on private sale one week from today August 11th 19—.

We want you one of our regular customers to have the benefit of a complete and varied selection prior to our advertising the clothes to the general public two weeks from today August 17th 19—.

The suits are regular stock made by some of the most famous manufacturers in mens wearing apparel. Savings are phenomenal—one third to $\frac{1}{2}$ off regular price. For example,

\$47.50 suits	NOW \$35.00	SAVE \$12.50
52.50 suits	NOW 38.35	SAVE 13.25
60.00 suits	NOW 45.50	SAVE 15.50
65.00 suits	NOW 47.50	SAVE 17.50

Come in sometime next week. Were open Monday, Friday and Saturday evenings until 9 a.m. If more convenient telephone us at BEaver 4-8629 for a personal fitting at a time best suited to your time schedule.

Well consider it a personal privilege to help fit you to one of the best suit bargains that you can find in town.

Cordially yours,
 Arthur Cobb

P. S. Bring the wife and family to. Enjoy light refreshments with them after youve selected your new suit.

ILLUSTRATION 4

The numbers after each sentence refer to rule numbers in the author's own manual; they are included here only to show how the exercise is set up.

1. Shortchanged on his favorite past time he consoled himself with others cooking and oil painting a mountain landscape. (4, 9)
2. What is the meaning of such a disgraceful letter of such uncalled for insinuations of such ridiculous threats. (28, 57)
3. If you work for a lawyer you must learn the meaning of many special terms namely abstract of title warranty deed quitclaim deed etc. (3, 6, 22)
4. I can certainly say this for him he knows his right hand from his left. (20)
5. The signal for the drill will be at 7:35 p.m. and all (aids, aides) will be expected to report promptly. (5, 23, 25)
6. The businessmans guide better business is on sale for \$2. (44, 46, 9, 32)
7. If you see any ideas you like in our booklet help for management feel free to (adapt, adopt) it to your needs. (6, 44, 9, 32)
8. We are arranging to print an extra number of copies of our new book *successful sales methods* and we would like to send you a copy with our (compliments, complements). (5)
9. I am writing to Mr. B. J. Gates the countys well known assesser of property for an up to date estimate (then, than) I shall (reconsider, re-consider) the purchase of the Jones plot of land. (46, 57, 9, 13)
10. He said take the bill to the outer office for verification by the bookkeeper. (11, 30)

spelled "quick." This is the same challenge the student will meet later, when, in transcribing symbols, he will see the symbol "kwek" and will have to type it "quick."

2. The student hears the words and "listens" for punctuation marks before he types; he thus associates voice inflection with punctuation marks.

3. Dictation at the typewriter shows the student the need for marking punctuation in his shorthand notes when he hears changes in tone or voice inflection.

Teaching punctuation in typewriting should, in general, follow the procedure outlined in Illustration 1.

Many of the finer points of transcription can also be taken up in typewriting as they occur in the shorthand class. For example, the English "pointer" showing correct date-typing in the body of a letter may come up as a result of a particular shorthand letter. In fact, many of the examples needed to teach spelling and punctuation through typewriting can be "lifted" from both shorthand and English texts. The procedure outlined in Illustration 2 may either precede or follow the shorthand period in which date-typing is taught.

Proofreading

To improve the students' proofreading, the efforts of our own business-education and English departments are closely co-ordinated. The English department works through a unit of 40 proofreading lessons; the typing of these lessons is co-ordinated with the work of the office-practice class. This office-practice class works through a unit of 40 proofreading letters that embody the same principles as the 40 lessons used in the English department. These proofreading letters are, however, expanded to include errors in figures, dates, time, thought-conveyance, etc. (Illustration 3).

The proofreading unit used in the English department is divided into four parts. Beginning with Lesson 15, each lesson consists of ten sentences; in addition to reviewing the rules, each also embodies commonly misspelled words (Illustration 4).

Here's a complete breakdown of the 40-lesson unit:

teacher overlap in several areas. By co-ordinating their planning, both departments can benefit

1-14: A review of the use of the dictionary through sentences and word lists (Illustration 5).

15-17: Review of the hyphen.

18: Review of the apostrophe.

19-21: Review of the comma.

22: Review of the semicolon.

23: Review of the colon, period, exclamation point, and question mark.

24-25: Review of quotation marks, the dash, parentheses, and underline.

26-28: Review of the number rules.

29-40: Review of all punctuation and number rules.

The wisdom of putting incorrect spelling, typing, and punctuation in front of students may be questioned by some. The principle that a student will learn the correct form if he sees and hears only the correct form is conceded to be a good one in elementary training, but this does not seem to apply when developing skill in proofreading. In order to do a thorough proofreading job, a student must recognize what is wrong as well as what is correct. He must develop a "sixth sense" that "something is wrong" as he reads along. It seems good practice, therefore, to pack exercises with correct and incorrect items, so that the student will develop that discriminatory ability so necessary to accurate proofreading.

Note that when introducing new rules, the sentences are naturally packed with illustrations of these rules but also contain examples of rules previously taught, as well as misspelled words. Thus, a continuous, cumulative review is made possible.

How can the work in twelfth-grade English be co-ordinated with the work of twelfth-grade office practice? Simple. Following the presentation of each of the 40 proofreading lessons in the English department, the lessons are typed in the office-practice class, collected, and then returned to the English department for correction and remedial work. Illustration 6 gives an outline of this and also shows how the unit of 40 proofreading letters is distributed in the office-practice class as a periodic remedial device. Letter-writing, and other projects planned and taught principally in the English department, are similarly co-ordinated with the work of office practice.

ILLUSTRATION 5

Dictionary Review

Form the correct adverb from each of the following words by using *-ly*; then check the adverbs carefully for spelling.

exact	merry	identical	steady
considerable	busy	especial	necessary
direct	ordinary	recent	notable
favorable	gradual	accidental	specific
admirable	true	happy	total
economical	probable	unfortunate	sincere
	heavy	hasty	

Select and underscore the correct word from those within the parentheses.

1. As a result of the victim's being knocked unconscious by the attacker's blows, he was unable to (re-collect, recollect) the incident.
2. Inasmuch as the furniture's covering had been soiled when it was (re-covered, recovered) from the thieves, it was necessary to (re-cover, recover) it again before selling it.
3. It is quite possible to (re-instate, reinstate) your membership within the thirty-day period following the expiration of your dues.
4. To briefly (re-count, recount) the incident, it was our intention to (re-count, recount) the items in the inventory, but there was not enough time.
5. As you requested in your letter of May 1, we shall temporarily suspend service to September 1, at which time we shall (re-store, restore) your telephone service.

ILLUSTRATION 6

English

Office Practice

1st Quarter

1. Dictionary review; proofreading lessons (40)
2. Rewording to avoid trite expressions
3. Vocabulary and spelling development

1. Type lessons for English class work on dictionary review; proofreading lessons
2. Work on proofreading letters (two a week)
3. Drill on words used in vocabulary; spelling development in English class

2nd Quarter

1. Letters:
Subscription, remittance, order (several items), follow-up to order or claim, inquiry, thank you (handwritten)

1. Continue work on proofreading letters (two a week)
2. Type letters for English class

3rd Quarter

1. Begin business reports
2. Discuss job interviewing; covering letter for personal-data booklet; follow-up after interview; permission to use names for reference; letter of acceptance or refusal; filling in application blanks (handwritten)

1. Type business reports for English class
2. Prepare personal-data booklets
3. Type letters for English class

4th Quarter

1. Letters of application for credit; reservations
2. Formal and informal invitations; handwritten replies

1. Type letters for English class

If there is an emotional block between you and your students, try this "free association" idea that analyzes them as a group, but does not embarrass them as individuals. You may confer with them privately, but . . .

Psychology Doesn't Require

MARSDON A. SHERMAN

Chico (California) State College

LEARNING INCREASES tremendously when the teacher and his students are in rapport. The interaction of personalities in the classroom is a wondrous thing to watch. But do we teachers spend enough time trying to understand our fellow human beings? Since my formal training ended, I have continued to read a great deal in this field; and on every available occasion, I enroll in a class on psychology. This year it has paid off.

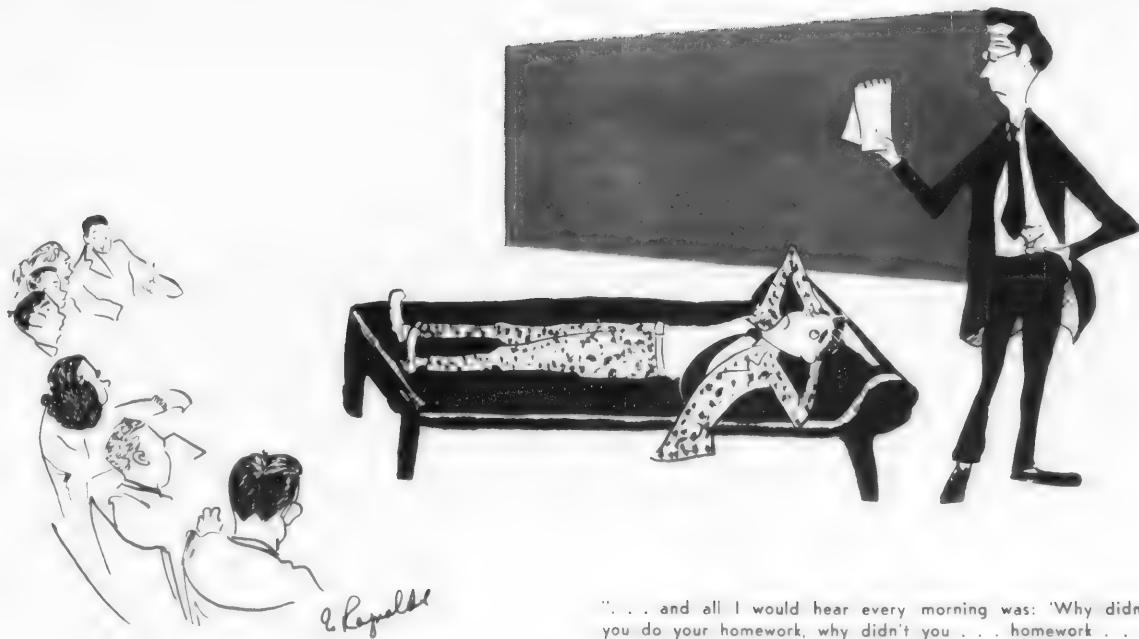
Most of us have observed that every class seems to have a personality of its own, a group personality. Recently, I watched certain students in my typewriting class day after day turn in work with an unusually high error count. I tried to discern a pattern, but it took more than a sharp eye and casual classroom observation. I spent hours going through the student-counseling office files. I checked test scores, read case histories, talked to teachers that had more knowledge than I about each individual's background and history. I selected a small group of students and studied their records in all their courses over the past several years. Finally, I came to the conclusion that

the breakdown in achievement was due to an emotional block, one which was working against teacher and student alike.

In business mathematics, I found a similar situation, except that the emotional block here was extremely widespread—it was directed toward arithmetic itself. Almost everyone hated arithmetic. Almost everyone had developed this attitude in earlier years. In typewriting, the emotional block could be the result of a difficult former experience in typing; but it could be and often was, the result of some experience completely outside the area.

My observations in math pointed out to me that my students stood their ground in spite of all I could do to win them over to the subject. They would quote relatives for generations back who were just "no good at arithmetic"; and that was their fate, too—they hoped.

Since the math situation was far more critical than the one in typing, I decided to act here first. I explained to the class my theory concerning their emotional block toward arithmetic; and surprisingly, they agreed with me. So, I decided to hold an ex-



"... and all I would hear every morning was: 'Why didn't you do your homework, why didn't you . . . homework . . .'"

a Couch in Every Classroom

periment. I decided to experiment with the psychoanalytic technique of "free association" that I had discovered in my current psychology course. (Don't let it scare you. It's very simple.)

The very next day I walked into my class and distributed nice, smooth, lined, yellow notebook paper, the kind that everyone likes to write on—it just seems to invite writing.

First, I simply told my students that I wanted them to free their minds of all extraneous thoughts and write whatever entered their minds during the next five minutes. Then I wrote the word *arithmetic* on the board. At the end of the five minutes, I had some students pick up the papers, and we went on with the lesson with no further comment. The next day I repeated the process. This time I wrote the word *bother* on the board. The third day I used the word *like* and the following day, *free association*. On this fourth day, I wanted to be certain that no one was building up tension over this writing activity; many students hate writing as much as arithmetic. Only two people showed signs of discontent. After this reassurance, I used words

like *people, plans, and dreams*. One day we did without the free-association period, and the class voiced some concern. They said it helped them "clear the decks" mentally. Since then, I have found that the five minutes spent in each class period is more than made up by the time saved later on. I find I do not have to work quite so long to get over an idea, and repetitious explanations are fewer. My students and I both agree that it has helped. There is also a definite improvement in their achievement record.

I used the same technique in typing, but with an entirely different approach. One day, I noticed a student who was just looking out of the window. I wandered slowly back that way and quietly asked if I could help. "No, I just don't feel like typing today," she said. I told her to forget about today's assignment and do something for me. "What?" she asked. I explained that I was collecting various dreams and wondered if she would type up one of her dreams for me without signing it.

She seemed very relieved, so I left her alone for the rest of the period. When the bell rang, I received a

neatly typed page, relating a dream. To sum up the results, I found that because she was relieved, she had continued to type for the rest of the period and experienced learning through composing at the machine. The period was not lost for her.

Some things discussed in these five-minute free-association periods help me tremendously in understanding my classes. The papers are unsigned, and I do nothing to try to identify the writer. *I am interested solely in understanding the class as a whole.* I invite the class to confer with me privately whenever they want to, but to call individual students for the purpose of giving unwanted counsel would be of little help to either of us.

From this free-association writing, I have learned that most of these people have had very unhappy experiences in the lower elementary grades. Knowing this, I can conduct my classes with much more understanding. Since most of the difficulty in math is usually due to an emotional block, I never feel that my students are "dumb." Taking this attitude relieves the class of one more frustration and opens the way for more

(Continued on page 44)

Let students attempt
their own solutions
to tabular problems
You'll find it easy to...

Teach

TABULATION

CAN YOUR STUDENTS type a tabular problem on any size sheet of paper, or are they limited to one that is either 8½ by 11 inches or 8½ by 5½ inches? Do they follow instructions mechanically, hoping that they will remember when to add, subtract, and divide by "one more than the number of columns"?

There is more than one reason why students have difficulty with tabulation. Let us consider at least three of the problems involved:

- The student is not adept at mechanical operation of the machine. He cannot rapidly set and clear tab stops. He fumbles with the carriage as he moves it back and forth, trying to stop at a particular number.

- The first tabular matter introduced is too complex for the students, or the transition from problem to problem is too difficult. Some early assignments contain too many capitals, abbreviations, or numbers.

- The student is not taught to reason out the problems involved in tabulation. He is given certain steps to memorize. He tries to recall the magic numbers at the right time: 33, 66, 85, 102. The paper he types on is always the same width. (Although it is true that most tabular work can be placed on the most common business-letter size, exposing the student to a greater variety of paper sizes tends to make him learn through reason; he does not have to rely on his memory.)

We shall deal here with some suggestions for meeting these problems.

Tab-Clear, Tab-Set Drills

The sight of a student ringing the carriage back and forth, fumbling for the tab-set and tab-clear keys, checking and rechecking, is all too familiar. Because we can hope to improve me-

chanical operations only through repetition, this situation calls for some planned practice. A few half-minute or minute drills will go a long way in developing sureness of movements.

Your instructions to the class might be along these lines:

1. Clear all tab stops in one move; or, if you have a machine that requires individual tab clearing, proceed from one stop to another, clearing as you go.

2. Depress the tabulator and check to see that the machine is clear of all stops.

3. Set three tab stops—at 15, 35, and 60 (or any other numbers the teacher chooses).

4. Raise your hand as soon as you finish. (*Note the average time required; then reduce the time allowed to repeat the exercise. Do this two or three times. Then give new tab stops, repeat, increasing the number of stops to four or five.*)

From Simple to Complex

Because tabulation, even in its simplest form, involves a new learning situation, it is wise to proceed by these stages:

- Assign the student a simple problem, then let him repeat something of equal difficulty to help build his speed and confidence. Do not make the learning load too heavy too fast. For instance, using the tab stops that the student has just practiced setting, give him some simple, uncapitalized words to type at each stop, and let him repeat them for several rows without any concern for vertical or horizontal centering.

- When this seems to be going smoothly, give the problem a title; tell the students that they are now ready to help determine how far from the top of the page the title should be placed so that top and bottom margins will be equal. They must also decide where to begin typing the title so that it is centered horizontally.

- Ask the students to place a full sheet of paper in the machine and read the number on the carriage-position scale at the right-hand edge of the paper (or above the paper, depending on the type of machine), and tell you how many strokes are registered. If the paper guide is not placed at zero on all machines, you will naturally get a variety of answers. Now is the time to stress the importance of checking the position of the paper guide. This is a good way of helping the student remember that the number of available spaces is either 85 (for pica type) or 102 (for elite type). He simply learns to depend on the typewriter scale, not on the effectiveness of his memory. He will also be able to give you the centering point for his machine.

- Now demonstrate, as you spell the title aloud, the fast method of centering a line, by backspacing once for every two letters.

- Next, have the students fold the paper lengthwise and insert it in the machine. Ask them to report again the number of spaces available horizontally on the paper. They will observe that there are only 51 or 47, depending on the size of their type. Such practice makes them aware of the need for considering the size of the paper.

- You might follow this by having the students count the number of vertical lines on a half sheet of paper, 8½ by 5½ inches. Have the class line up their papers and, by using the carriage return, determine the number of vertical lines available. After counting the 33 lines, they will conclude, without difficulty, that a full sheet contains 66 lines. This simple exercise takes only a minute or two and accustoms the student to rely on his typewriter.

by REASONING

MARY MARKOSIAN JENSEN

University of Utah
Salt Lake City

for the information that he requires.

- The class might now be told that the space not being used by the problem itself (counting the number of lines being used from the title to the last line of the exercise) is divided equally between top and bottom margins.

- Have each student type his name on three lines—using single spacing, then double spacing, then triple spacing, and counting the actual lines of space being used. This will help to clear up the confusion that double and triple spacing sometimes cause in counting lines.

- Have the class count the lines to be used vertically for the problem that they have been practicing, assuming a triple space after the main heading and a single space after each row; then have them count on the basis of *double* spacing after each row. On the board, subtract the number of lines to be used each time from the lines available on the sheet and divide by two for vertical centering. This repetition will help students learn.

Horizontal Placement

If the student has been taught to center a heading by the method suggested earlier, backspacing once for every two letters in the title (instead of counting total strokes and dividing by two), he is now ready to see how this method may be applied to tabular matter.

Your instructions could probably be something like this:

1. As a review, let's center the word "Smooth." From the centering point, we backspace once for each group of two letters, as follows: *Sm oo th.* (As the student spells the word, he should accent the second stroke of each group as he backspaces for it, thereby speeding things up.)

2. Now let's center "Smooth Typing Drill," leaving one space, as usual, between words. Again we backspace once for each of the following combinations: *Sm oo th* (space) *t yp in g* (space) *Dr il.* (Do not backspace for single letters at the end of the line, such as the final "l" in the word "drill.")

Now let's add the words to be placed below the heading:

Smooth Typing Drill		
and	kept	paid
both	land	problems
city	oak	they
down	prism	tidy

Consider the words across the first line of our exercise. If we know how much space to leave between words (in the heading, we left only one), we can backspace once for every two letters, just as we did in the heading, and the line will be centered.

It is at this point that we must exercise some judgment. If there are few columns and the items in the columns are short, we may wish to leave, say, 10, 12, or 20 spaces between columns; if the items are long and there are more columns, we may wish to leave 6 or less spaces. For the purposes of this particular problem, let's try 20 spaces between columns.

When we look at the words in each column, we notice that they are of varying lengths. We therefore wish to center the longest words in each column. They are: *both*, *prism*, *problems*. First, let's backspace once for every two letters in the words; then backspace once for every two spaces to be left between columns. It will be faster this way. For the letters in the words, then, we backspace once for each of the following groups: *bo th* *pr is mp ro bl em.* (Do not backspace for the single "s" stroke at the end of the word "problems.")

From the point at which you have now arrived, let's backspace for the spacing between columns—one backspace for each two spaces. We backspace 20 strokes then, since our *total* space between columns is 40 strokes. When backspacing so many strokes, it is a good idea to count in groups of five.

At the point where you have now arrived, set your left margin.

From this point, tap the space bar once for each letter in the longest word of the first column ("both"), plus 20 spaces. Set the first tab stop.

From this point, tap space bar for the longest word in the second column ("prism"), plus 20 spaces; set the second tab stop.

The students are now ready to type the problem. After they have finished it, ask for their opinion about the spacing decided on. Permit them to try the same problem, changing the spacing between columns. Perhaps they will conclude that the spacing can vary and still look well balanced.

The matter of placing secondary headings may be discussed in this way:

- Let's place the following headings above our columns:

Page One Page Two Page Three

- After typing the main heading and setting the left margin and the tab stops, proceed as follows:

1. From the left margin, space forward once for every two letters in the longest word in the first column, "both." This will give you the centering point of the word. From this point, backspace once for every two letters in the heading, "Page One." You will have to depress the margin release, because the heading is longer than your longest word.

2. Move to the first tab stop. Follow the same procedure. Find the center of the word "prism" by spacing forward once for each two letters. Stop and backspace once for each group of two letters in the second heading, "Page Two."

3. Move to the second tab stop and follow the same procedure.

The nonarithmetic method of tabulation has distinct advantages for the typist. Its applicability to any size sheet of paper, card, or form decreases the number of steps that must be followed in the placement of any problem. It is based on one principle only—that of centering *any line* by backspacing once for every two letters or spaces to be left in the line. It supports the need for understanding and judgment and represents a simplification of the learning process.

Progressive SHORTHAND SPEED TESTS

H. M. ALLEN, HARTFORD UNION FREE HIGH SCHOOL, HARTFORD, WISCONSIN

EDITOR'S NOTE: This is the sixth in a series of eight Progressive Shorthand Speed tests. Each test consists of five minutes of dictation matter, each minute of which is to be dictated at a speed 10 words a minute faster than the preceding minute. This procedure is designed to stimulate each student to attain the highest speed he possibly can. Each month's dictation begins at a speed 10 wam higher than it began the month before; the last month's dictation will cover the 100 to 140 wam range.

Here is the author's recommended grading plan: Grade each minute separately, then give the student credit for the fastest minute that he passes on the basis of a 5 per cent error allowance (four errors for the minute at 80 wam, five errors at 90 or 100, six errors at 110 or 120).

In order to help you become conscious of frequently used phrases, the author has underscored some of them, along with words on which drilling is helpful. Preview outlines appear at the end of the article for both these groups.

TEST 6. 80 to 120 WAM

(marked every 15 seconds)

(1)

Gentlemen:

Our new home is now nearing completion, and it is time for us to think about carpeting and furnishings. We have dealt with your firm many times in the past and have always been satisfied. It is for this reason we are writing to you at this time.

In the past, we consistently have not been able to plan a color scheme throughout the entire house. We have always been forced to plan just one or two rooms at a time. For this reason, we do (1) not feel that we have ever had a home with matching colors. According to our plans for our new home, we would like to have matching colors for walls, carpeting, and other furnishings from one end of the house to the other.

It is our understanding that you now have a group of interior planners who will come into a home, plan it according to the owner's desires, and give an estimate of the cost. We should like to have you send this group to our new home, which is located on Center Street. If you will (2) let us know the most convenient date and time, we will naturally plan to be at home.

Will you please let us know within a very few days if you are able to accommodate us? Yours very truly,

(2)

Dear Madam:

Thank you for asking us to plan colors, carpeting, and furnishings for your new home. It will be our pleasure to send our group of home planners to your new home.

We find that it usually saves a great deal of time to have the home owner meet with our manager, Mr. Smith, at our store office. He first makes a preliminary study of the (3) floor plans and measurements of the home at this meeting, as well as your desires in colors, furnishings, and cost range. After this study, his next step is to make a plan of action, which his group will follow when it comes to visit your home.

We suggest that you follow the above plan as soon as possible and that you visit Mr. Smith in his office any afternoon this week. Sincerely yours,

(3)

Gentlemen:

Thank you so much for your prompt reply to our letter. We can see that your plan for a preliminary meeting is a good one and one that will save a great deal of time later on.

In talking over colors, we (4) thought it might be a good plan to give you some idea of a basic color now so that you can plan more fully even before our first meeting. We seem to like tan for it is a basic color ranging from light ivory to light brown. It seems to us that certain rooms, such as the kitchen, bath, and perhaps some bedrooms, should be quite light, while other rooms could range toward the darker colors. We think that the furniture will be more easily fitted to this arrangement. Does this seem logical in your planning?

We will plan to be in your store office on Friday afternoon at 3 p.m. If this conflicts with your program, please call and give us another time. Very sincerely, (5)

Preview Outlines

KEY: (1) Carpeting, many times, at this time, color, interior, desires, we should like to have, let us know, convenient. (2) Furnishings, preliminary, after this, study, suggest. (3) Thank you, ranging, ivory, certain, kitchen, logical, office, 3 p.m., program, another.

Here's a kit—already tested—for teaching the 10-key adding machine. By pressing the key at the same time that he reads the number, the operator rapidly adds each figure with a one-beat movement

This is Monroe's "Rhythmatic Touch"



THE OPERATOR of business machines has grown in importance in the eyes of today's manufacturers. Latest recognition comes from the Monroe Calculating Machine Company, Inc., Orange, New Jersey.

Monroe has prepared a handy instruction kit that is given to every purchaser of one of its 10-key adding machines. This "Rhythmatic Touch" training kit comprises the second industry course that has been published on the 10-key machine. The kits are intended both for students in business courses and for operators who wish to improve their efficiency through a concentrated training program. The course itself is an outgrowth of the "Rhythm-add" technique that Monroe successfully introduced over five years ago for its full-keyboard adding machine.

The Rhythmatic Touch system emphasizes speed. Keyboard fingering is taught as a simultaneous operation with the reading of figures. Accuracy is (Continued on next page)



Test of "Rhythmatic Touch" course at Cardinal Hayes High School N.Y.C.



considered to follow hand in hand with speed, which is achieved through lengthy practice.

The complete course is outlined in a 14-page instructor's manual. It is divided into 10 sessions, each planned to last forty-five minutes (five minutes for instruction, forty minutes for exercises and tests). A separate 22-page booklet of practical exercises (with answers) is included in the operator's training kit. This booklet is divided into 10 exercises and contains 100 practice columns to be added.

Two sets of dummy bank checks in the operator's kit are perhaps the vital part of the course. The first set, rhythm checks (Set R-1), are designed chiefly to give realistic practice, but also to build confidence. The figures on the checks are of the type found on sales checks, invoices, or other common adding work. The order may be shuffled; it is the amounts themselves that matter, because of their frequent use in business.

Test checks (Set T-3) present larger figures of greater variety. Their amounts were determined after an extensive study of business figure work. An analysis of actual bank-clearing-house checks disclosed that amounts of this size comprise more than 80 per cent of the work performed on adding machines.

The check-adding speed of each student is recorded on the Progress Charts and the Progress Graphs included in the instructor's kit. Student scores are registered on the chart at the end of every class period. The graph provides an individual speed-improvement record for each student, showing speeds ranging from 10 to 75 checks a minute. A production scale in the instructor's kit will instantly measure the total number of checks when it is placed on the tape taken from the student's adding machine.

This Rhythmatic Touch course was developed over a year ago. Monroe first tested it on nearly 50 people in a dozen industrial firms. Following the enthusiastic response, it was tried out in various classrooms, where it met with approval from both teachers and students.

The course kit is now given free with the purchase of each machine. Additional kits may be purchased for \$1.50 each. Requests for additional information should be directed to the Education Department at Monroe's general offices in Orange, New Jersey.

-Robert Parker

JOB APPLICANTS REJECTED

(Continued from page 19)

from the job in the company's station wagon. Help-seeking employers in many cities play up the advantages of air-conditioned offices "in the hot days ahead."

Some companies try to lure young stenos into their offices by including as a benefit the fact that "we have many eligible young men."

In this desperate employment market, nobody is automatically cast aside. Often factory-assembly-line experience is sufficient background for office work, if tests indicate office aptitudes. Some types of retail-store experience are less desirable. A salesperson stands around waiting. When a customer approaches the counter, the clerk breaks off conversation with fellow workers and merely asks to be of help. The initiative that we look for in potential office workers is not developed.

Although interviewers are as busy these days as they have ever been, they are not making as many placements. They are not seeing the usual types of prospects. Subnormal and abnormal applicants are coming in. What happens, for instance, is that a lady—who until recently, had never entertained any aspirations of getting a white-collar job—comes home and tells her friends about her easy success in finding employment. Next day, her neighbor parks her gum under the sink, ties on a babushka, and starts out on a new adventure, applying for a job she never before expected to get and that probably won't even make her happy.

The tragic thing is that she may get the job.

There are more jobs than people; certainly there are more good job vacancies than there are good applicants. From an employer's point of view that's a grim picture, isn't it?

What are our alternatives? Since there is such an obvious shortage of workers, the best solution would be to transfer much of the work to machines. If we depend on nonexistent employees to do this extra work, it just won't get done. Ultimately, offices will resort more and more to electronic devices. Certainly the drudgery will be transferred to machines, since people will shy away from the routine and monotonous tasks that give them little job satisfaction.

But this hope of getting work done by machines won't be realized over-

night. Nor will machines ever take more than, perhaps, the overflow. We'll always need people; and, from present indications, we'll need more workers than we have today.

Actually, there are enough people available; the problem is simply that too many applicants are found to be unacceptable. Despite the critical labor shortage, business still turns away more people than it hires.

In offices, the ratio is about one out of five—that is, we hire one out of every five who visit our employment offices. Why? What's the matter with the four out of five that we're forced to turn away? We need many of the people in this 80 percent. Apparently they want to work in offices; otherwise, why would they apply?

Before we try to solve the problem, let's examine it closely.

I've discussed this subject with employment interviewers in various parts of the country. I've reviewed survey reports. And I've analyzed our own rejection reports in detail. The reasons for rejection are many. Here are some of the most common (not necessarily in order of importance or frequency), grouped into three broad categories: medical, skills, and personality.

Medical. In the medical group are applicants who are unacceptable because of poor health—particularly because of chronic illness.

• Many people are unable to pass a routine physical examination. The number of physical risks in the market for jobs is amazing. For the most part, they hope to slip past careless or desperate interviewers who will overlook physical limitations. What they hope to gain by taking jobs that they cannot fill is hard to comprehend. We honestly feel that we are doing them a favor by sparing them inevitable disappointment and hurt.

• Obesity is often a medical reason for rejection. When this cannot be corrected, rejection is our only choice. In those cases where medical treatment is indicated, we try to do the applicant a service by calling the matter to his attention.

• Body odor is another reason we turn our noses up at some applicants. Proper medical attention may help many of these people. When the undesirable condition is corrected, these people can be employed.

Skills. In the second broad grouping, we find those with skill deficiencies.

• A number of people who apply for office work apparently have low

IQ's. Many, many applicants fail on even the simplest tests. A reasonable score on such tests would qualify some for employment under today's relaxed standards.

• Many applicants have insufficient knowledge for what the job requires. We've always had the typist who was willing "to go to night school to learn shorthand." Of course, once she got the job on such a promise, she conveniently forgot to enroll; or, if she did, she never completed the course. But today, applicants make all sorts of promises to offset lack of knowledge—a stenographer offers to buy a medical dictionary, a clerk is "interested" in going to electronics school on company time, and so on. Lack of adequate skills to meet even minimum job requirements disqualifies many. How else can we account for the girls who apply for secretarial jobs when they can't spell?

• Lack of suitable experience for the job for which they are applying is another handicap. We're not thinking of the factory girl trying for an office job. She is in the same class as the beginner with no experience. If office aptitude is evident in the tests we use, we can consider such people. But we're not interested in the person who is obviously influenced more by the prospect of increasing her earnings than of using more skills. The messenger who wants to be promoted to clerk, the chief clerk who wants to become a supervisor overnight are examples of this type.

Personality. In the third category we place the personality problems.

• In school, we advise people, "If you would be smart, look smart." Well, many people must have been absent on the day the subject of grooming was discussed, judging by the way they dress when they apply for work. It's almost as though they *dare* us to hire them! We turn down many applicants because of poor appearance.

• Another sizable group of applicants are rejected because they are unable to "sell themselves." They create an unfavorable impression, or, perhaps, make no impression at all. They are negative personalities.

• On the other hand, we have many who are overly aggressive. Their aggressiveness is transparent—a cover-up for shortcomings of one kind or another. The "pushy" type is pushed out.

• Next we have the job-hopper. This is the person who cannot last

long on any one job because, when he finds things not to his liking, he takes the easy way out and quits. Along with him we classify his first cousin the "off-and-onner." This is the person who works in offices between employment claims or between those "fun in summer" jobs.

- Finally, many people with good attitudes, and occasionally good skills, must be rejected simply because they are temperamentally unsuited for office work. The extroverted girl, with loud voice and nervous energy, should never aspire to become chained to a desk. She would be better off as a waitress.

What Can We Do?

Let's look at these three groups again to see what we can do to help these people—and ourselves.

The medical rejections may be out of our hands. And yet, applicants who are overweight and those with body odor can be made employable if we can get through to them with our counsel.

Certainly those with a skill deficiency can be helped, if they respond to our urging. Under proper guidance, a girl who has done a small amount of typing should be able to bring up her speed. Then she would not only be acceptable, she would actually be in demand.

The third group—applicants with personality problems—are also within the province of our interest and assistance. Just as it is possible to improve a skill through training, so it is also possible to develop the personality.

As we review this list of rejections, it becomes apparent that many of the people can be helped. And since the help they need must fall in the area of counseling, skill training, and personality development, the best place we can offer them help is in the vocational-training departments of our schools.

Business teachers in high schools should emphasize the importance of vocational training to equip students for business life. Far from being a catchall for the mediocre, the retarded, or the nonconforming, vocational education is actually the most valuable and sensible system of secondary education. Vocational training requires its students to be at least normal in intelligence, to be interested and capable in mathematics, to have aptitude and skill in mechan-

ical manipulation, and to have in mind a definite goal in a major job field.

And for those who make up the greater number of rejections—the high school graduates and other adults who can't quite make the grade—the very practical value of commercial courses offered by the private business schools becomes our one big hope. The problem, of course, is to get these people enrolled in business schools. There is no doubt that they would be better off when they left than they were when they went in.

All three groups are involved in the problem—the applicants want better jobs in offices; the employers want better qualified workers; the business schools want to expand their services. Maybe we ought to figure out some way to pool our interests.

PROBLEM CLINIC

(Continued from page 11)

board. I comment on the papers and frequently call a student up to the desk to discuss his paper, but no grades are recorded while he is learning the keyboard.

11. If practically the entire lesson period is spent in directed short timings of one minute or less, the supervision is such that a student has to fall in line in order to achieve. This does not permit the wasting of time by looking at the keys. Also, constant supervision during these one-minute spurts does not give the student a chance to do other than follow the directions.

12. Do not permit beginning students to practice outside the class without teacher supervision. Frequently, practice work shows signs of laxity that leads to development of such incorrect habits as looking at the hands.

13. Strive to make the student feel that he is achieving. When he has the feeling of achievement, he is more willing to follow the teacher's directions. Point out to him constantly how he is becoming successful by keeping his eyes on the copy. Inspire him by telling him that he will become a good typist if he follows your directions. Each day, set a goal that he can achieve only by keeping his eyes on the copy. Keep him visualizing the good typist he will be if he follows your directions. Emphasize the personal and vocational values of becoming a good typist. Cite examples of what your advanced students are doing. Build confidence each day.

MARIE DAETZ
*Kamehameha School for Girls
Honolulu 17, Hawaii*

PSYCHOLOGY DOESN'T REQUIRE

(Continued from page 37)

effective teaching. Now you, the teacher, are on the spot. Except for the mentally retarded, the normal student can learn to do arithmetic, if you will but teach it.

After this class has completed the semester and gone on to its next subject, I sometimes make a stab at sorting and identifying the papers through handwriting. (It is, of course, interesting to follow threads of related material through these written pages, for eventually these unknown characters take the unmistakable form of an individual. No matter what subject they write about, a philosophy or an attitude emerges to single out each member of the class.) Right now, however, I want to handle the whole class as effectively as I can with full consideration for individuals but without spotlighting these individuals. I will work with those who come to me on their own; otherwise they are members of a group. Anyone who knows his psychology will agree that, as motivation to put forth effort, belonging to a group is a great deal more stimulating than being singled out as the individual who needs help.

To summarize the technique of administering the five-minute free-association period:

- With your class, discuss tensions and blocks as inhibitors to learning; use nontechnical language.
- Describe the possibility of release through free association.
- Use paper that is lined, smooth, tinted, and inviting to use.
- Ask the class to think of nothing but the association word; spelling, punctuation, etc. do not matter. Free the student completely.
- Ask that no names be put on the papers.
- Speak softly, and do not disturb the student for a full five minutes.
- Never comment on the contents.
- Never read the papers in the presence of the students.
- Let students collect the papers; do not handle them in class.

At first, one or two may not write a word. I say nothing about this. Each day the papers will get progressively longer, until you will find everyone anxious to express himself. The material is invaluable to you in understanding the individuals of your class. Your appreciation for their problems will rise proportionately.

INTEGRATED DATA PROCESSING

(Continued from page 28)

ports that the Dow Chemical Company cut clerical lag 75 per cent by writing orders "in each of 12 regional offices on a Model 19 Teletype, which produces a transmission tape simultaneously. Orders are relayed to the proper plants by feeding the tapes into transmitters at the center and are received on 10-part Kant-Slip continuous forms."

CASE 9—General Electric Company: Production Control.

At Appliance Park, Kentucky, General Electric is installing a Univac to help control production. Four basic functions will be mechanized under the change-over system: payroll, materials scheduling and inventory control, commercial service, and general and cost accounting. Other areas of operation will be added later, but in these four initial areas alone a saving of \$500,000 is estimated. For instance, only seven hours of computer time will be required to handle a 12,000-man payroll. Much greater savings are expected later on in the additional areas of sales analysis, projections of production, and forecasts of almost every type.

CASE 10—American Airlines: Ticket Reservation Control.

Many of you may have heard of the "Reserviser" purchased by American Airlines. This machine enables agents in most of the company's offices to make a quick check of the seats available on any flight. By punching the keys in a small box about the size of a 10-key adding machine, an agent can check any reservation request against vacancies on the memory drum located in Chicago. If a seat is available, the operator can quickly charge it off by pushing a cancellation key. This system makes possible full sale of all seats on all flights up to the time of each flight, with accuracy and without delay.

CASE 11—National Life of Vermont: Statistical Computation.

A Univac punched-card electronic computer was installed to do the statistical work necessary. The computer has caused no layoffs, but it has eliminated hiring temporary workers for peak periods. On mortgage interest, an average of 2,500 transactions a day are made. By the conventional method, it took 2 hours and 41 min-



SHORTHAND CORNER

JOHN J. GRESS BELVIDERE (N.J.) HIGH SCHOOL

A shorthand assistant for the asking.

The month of March is with us—and a rather rough and unpredictable season of the year it is. We are not far enough into the spring to be sure the weather will be pleasant; and though our students are well on their way to learning the principles of Gregg shorthand, we may not yet have them far enough along to really "take off" in the form of increased writing speeds.

So, wouldn't this be a logical spot for a helping hand to spur our future secretaries on to greater accomplishments? Assistance is available to practically every business teacher in a variety of forms. Heading the list, however, would be my leading candidate, the tape recorder. More specifically, I have in mind the complete set of instructional tapes that the authors of the Gregg books have prepared to accompany the presentation of their shorthand theory. These recordings add a new incentive for teaching shorthand; even more important, they have made shorthand easier and more enjoyable for my future "speed demons."

Some teachers may say that no tape recorder can teach as well as a teacher, let alone act as a substitute. Well, it has been my personal experience that at times the recorded tapes did a better job than I was capable of doing at that particular moment in class. Just how can I make such a statement? Well, let us consider the mere novelty of the tape recorder. My budding secretaries were startled beyond words at the introduction of this machine into the classroom. It was a change of pace—something entirely different from the normal class procedure. But my Greggites were soon very much at home with this new "substitute teacher." Needless to say, I also benefited, because I was able to spend more time at the desks of my students whenever the recorder was operating.

In addition, the students had the advantage of listening to a number of different voices. This phase of the picture was definitely on the credit side of the ledger, for it gave the students a feeling of confidence to be able to take dictation from different speakers. Moreover, the dictation tapes presented a carefully timed variety of speed "takes" that made my teaching job greatly simplified and definitely more effective, because I was able to move more freely among my students.

Though I fully realize that it isn't possible for every teacher to secure sets of these tape recordings for classroom use, the farsighted teacher will make it a point to substitute for such teaching aids by using whatever equipment is available in his business-education department. It was my good fortune to have these tapes when I was teaching at another school; and even though I did not find the same aids available at my present location, I lost no time in taking stock of the equipment on hand. Immediately, I made use of the office-practice dictating machines and recorded some special exercises and teaching gimmicks on these units. In addition, I ventured into the music and physics departments and borrowed their tape recorders for my classroom. (Listening to their own voices on these machines, my students also were able to pick up a little speech development.)

Most teachers, I am sure, prefer tailor-made shorthand tape recordings for their own use. If this teaching aid is not available, however, it is still possible for us to add an "assistant" to our teaching schedules if we will but improvise with the dictating and recording equipment that is currently found in most business-education departments. Believe me when I say that the additional effort required to prepare such homemade recordings will be more than repaid by the results achieved.



CONSUMER education

RAMON P. HEIMERL COLORADO STATE COLLEGE, GREELEY, COLORADO

A practice often, but not always, supported by educators is the use in the classroom of materials supplied by business agencies and government sources. The pros and cons can be found in "Using Free and Inexpensive Materials," a publication of the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C. Another publication, "Choosing Free Materials for Use in the Schools," is available from the American Association of School Administrators, same address; it discusses the increasing quantity of free materials, lists the objections to using these publications, and suggests criteria for screening. This pamphlet also gives the sources that teachers may tap: Catalogue listings, business organizations, free listings, direct offers, and suggestions from other teachers.

Several catalogues listing free and inexpensive materials are usually available at libraries; often, schools themselves subscribe to these listings. Below are ten sources that teachers of consumer classes may find helpful. Others are not listed here because of limited space; however, this list will be sufficient for a beginning.

BIBLIOGRAPHY OF FREE AND INEXPENSIVE MATERIALS FOR ECONOMIC EDUCATION, Joint Council on Economic Education, 2 West 46 Street, New York 36. (50 cents) Alphabetical listing according to sources; description of sources given.

CATALOG OF FREE TEACHING AIDS, by Gordon Salisbury and Robert Sheridan, Box 943, Riverside, California. (\$1.25) Alphabetical classification by subject.

FREE AND INEXPENSIVE LEARNING MATERIALS, Division of Surveys and Field Services, George Peabody College for Teachers, Nashville 5, Tennessee. (\$1) Materials classified according to topics; listed only after being examined by special committee. Perhaps one of the most complete lists available to teachers; revised nearly every year.

INDEX OF FREE TEACHING AIDS, by Brose Phillips, Free Teaching Aids Company, Harrisburg, Illinois. (\$3) Listing of materials by topic.

LISTING AND EVALUATION OF FREE AND INEXPENSIVE TEACHING AIDS, Department of Business Education, Colorado State College, Greeley. (\$1) Sixty-five pages of listings devoted chiefly to consumer problems and general business. Each item has been evaluated by graduate students with teaching experience.

SOMETHING FOR NOTHING FOR YOUR CLASSROOM, Curriculum Laboratory, Division of Secondary Education, Teachers College, Temple University, Philadelphia. (\$1) Booklets and pamphlets classified according to topic.

SOURCES OF FREE AND INEXPENSIVE EDUCATIONAL MATERIALS, Field Enterprises, Inc., Educational Division, Merchandise Mart Plaza, Chicago 54. (\$5) List divided into two sections: directory of sources and subject index.

SOURCE OF FREE AND INEXPENSIVE INSTRUCTIONAL MATERIALS, College of Education, University of Washington, Seattle. (50 cents) Listed by topic.

SOURCES OF FREE AND INEXPENSIVE MATERIALS IN BUSINESS EDUCATION, School of Education, University of Oregon, Eugene. (20 cents) A source of many listings. Write to University for most recent compilation.

VERTICAL FILE SERVICE, CATALOG, H. W. Wilson Company, 960-972 University Avenue, New York 52. Lists 4000 pamphlets, booklets, leaflets, etc. Monthly subscription lists available to schools and libraries. Perhaps the most complete of the various catalogues listed above.

To these ten sources might be added this magazine's column, "Teaching Aids," by Jane White. Refer to this for the most recent items.

utes to record them; now it takes 17 minutes. The computation of dividends—which formerly kept two calculators busy for a month, plus a staff to check errors—is now done by the new computer, without error, in less than three days. The company feels that the value of the computer is almost limitless to an insurance company and that, if it were used even as little as 25 per cent of the time, it would pay for itself.

CASE 12—Pan American World Airways: Payroll.

A Remington Rand 409-2 electronic computer was installed to handle the 17,000 cards for each Pan American pay period. It does the job in 3½ hours. Flight-crew pay, the most complex part of this work, used to be a 40-hour manual job; the 409-2 computes and punches the pay amounts in 20 minutes.

More Computers Coming

These are enough examples to show you that business is *now* using IDP machines and systems. Even two years ago, many of these installations were only being contemplated. Many more installations are now on drawing boards. Increasingly large quantities of small, medium, and large computers are coming on the market. It is not too risky to predict that the pace will accelerate rather than decline. Yes, *your* students—some of them, at least—are going to have to face the problem of changed office conditions. This is particularly true when we consider that, according to Robert M. Smith (*Office Management*, January, 1955, p. 38), "The most significant development in the entire field of office management during 1954 was, without a question of doubt, the rapid emergence of actual working concepts of the automatic office."

What are you going to tell your students? What are you going to teach them?

The least you can do is tell them that a change is coming and advise them to keep their eyes and ears open. For many of them, the new methods may offer the best area in which to begin their life's work—but they will have to take the time and make the effort necessary to get all the required training. You should also tell them something about IDP—both systems and machines. Inform them of the three types of machines

discussed earlier: the all-mechanical, the all-electronic, and the combination of both (the punched-card electronic computer).

Most of your students will not want to stop here. With the mass of literature available in magazines and books and the free advertising leaflets that companies are glad to distribute, you can make excellent bulletin-board displays showing what companies produce what machines and models.

Your students should also know something about the basic parts of an electronic computer. Here's a summary:

Most computers contain four main elements: *input, calculator, memory, and output.*

Originally, the *input* started with manual controls, such as a typewriter keyboard. As these proved to be too slow, faster means were devised, thus making better use of the fast calculating speed of the computer. Today, a number of electronic tapes, like those used on our popular dictation machines, can be employed simultaneously as *input*. These tapes can be produced at the source of the data or can be made by converting the slower punched tapes or cards into the much faster electronic tapes before the data are fed into the machine.

The *computer, or calculator*, consists of tubes, transistors, magnetic cores, cathode tubes, relays, and circuits of all types. When the *input* reaches these devices and the instructions have been inserted into the machine, these components will add, multiply, subtract, divide, compare, and choose, while they add to the information in the *memory*, subtract from it, or leave it alone—all at fantastic speeds. The IBM NORC computer, for instance, can multiply two 13-digit numbers in 31-millionths of a second.

There are now six types of *memory* devices: tapes, drums, cathode tubes, IBM Random Access Memory, mercury tank, and magnetic cores. All of us know how electronic *tapes* receive and hold messages. Memory drums might be likened to motors with the rotating motor drum serving as the memory drum. This is an electronic-type memory like that of tape, except that it is made of different material and is read by means of many reading heads scattered over, or outside, the drum covering. Be-



JANE F. WHITE DELANO JOINT UNION HIGH SCHOOL, DELANO, CALIFORNIA

For stenograph students. Recently released for distribution by Stenograph Machines, Inc., is their new text, "Court Room Testimony." This can be used by both manual and machine shorthand students. The text contains 75 extracts from actual court cases and is 300 pages long. It has spiral binding. The extracts have been selected for variety, vocabulary, and the number of participants in each case; for purposes of timing, the material is marked off in numbered sections of 25 standard words each. It is also recommended to students of court reporting for practice and drill in the development of fluency and accuracy in reading back notes. Contact Stenographic Machines, Inc., Department 1-B, 318 South Michigan Avenue, Chicago 4, Illinois.

Secretarial careers. Students who are trying to decide whether or not they should pursue a secretarial course should read an attractive 16-page booklet published by the Royal Typewriter Company. "You . . . as a Secretary" was prepared under the sponsorship of the Alpha chapter of Delta Pi Epsilon; it covers the "specifics" of secretarial work in its various aspects. Copies are available without charge. Direct your requests to the School Department, Royal Typewriter Company, Division of Royal McBee Corporation, Portchester, New York.

Audio records. For information on tapes and tape recordings, write to Audio Devices, Inc., 444 Madison Avenue, New York 22, New York. "How to Make Good Tape Recordings" is a completely new handbook with up-to-the-minute information of value to everyone interested in tape recording. It is available in a clothbound edition at \$2.50 or a paperbound edition at \$1.50. Another publication, *Audio Record*, is published periodically by this company and is available free. The September-October, 1956, issue contains a tape-recorder directory that lists over one hundred different models of tape recorders and gives a complete description of each. I strongly recommend requesting this particular issue.

Flannelgraph helps. How to buy, prepare, and use flannelgraphs is discussed in the booklet, "Flannelgraph Helps," published by Scripture Press, 434 South Wabash Avenue, Chicago 5, Illinois. The price is 25 cents. Send also for a free copy of the latest Scripture Press general catalogue, which has a special section on flannelgraphs and other visual aids.

Family finance. Do you receive *Topics*, a periodical published in the interests of education by the Institute of Life Insurance, 488 Madison Avenue, New York 22, New York? If not, write and request that your name be placed on their mailing list. The Institute also has many other valuable materials on insurance and family finance. For a free bibliography of films of family finance, write for Bulletin No. 13, "Annotated Listing of Free and Inexpensive Teaching Aids," published by the National Committee for Education in Family Finance, at the same address.

Film catalogue. Association Films has just released its 1956-57 edition of "Selected Motion Pictures," a 56-page illustrated catalogue of 16-mm. free and rental films. Write to Association Films, Inc., Broad and Elm, Ridgefield, New Jersey, for your copy.

Fibers and fabrics. Distributive-education readers will find the booklet, "What Do You Want to Know About Fibers? Yarns? Fabrics?" most useful. Copies may be obtained free in a reasonable amount from Celanese Corporation of America, 180 Madison Avenue, New York 16, New York.

(Continued from preceding page)

cause it takes only one complete revolution to read any spot on the drum, it is faster than a tape, which must be moved forward or backward. Drums move at varying speeds, but 1500 rpm is not uncommon. The *mercury drum* is even faster, but quite expensive. *Cathode tubes* are a still faster device. When the electricity is turned off, however, all memory is dispersed. During machine operation, cathode tubes speed up many operations when acting in conjunction with tapes or memory drums. The *IBM Random-Access Memory* operates on a slightly different principle. Built so that it looks like a juke-box record player, it makes possible the processing of business transactions as they occur, item by item. According to Robert M. Smith, "The unit is composed of a stack of magnetic discs, mounted on a vertical shaft and slightly separated from each other. Data is stored in the form of magnetized spots on the discs. A 'reading and writing' arm at one side of the stack moves under electronic control directly to the point on the disc." *Office Management* reports, "Fastest of all is the *magnetic core*, which will be used in the IBM 704 and 705 (and the 650) . . . but it is also the most expensive . . . because of the elaborate associated equipment it requires."

Punched cards were among the first *output* media used. They were soon followed by typewriting mechanisms of one type or another, then by the "Charactron," then by line printers. The Charactron is a large cathode tube on whose surface words or figures are shown, photographed, and printed by the zero-graphic method. This provides great speed in the first step of output, but has some disadvantages in the final reproduction process. Line printers, once they are perfected, will probably provide the answer to many high-speed output needs for some time to come. In the meantime, many electronic tapes will be used simultaneously to store information until it can be taken to an individual reader or reader-and-printer.

Remington Rand now has a high-speed printer designed for use with the firm's Univac II. Using a line 130 characters wide, it will print as many as 78,000 alphabetic or numeric characters in a single minute. For example, it can print 7,500 paychecks in less than one hour. Trans-

lated into terms of our usual typing rate, 70,000 alphabetic characters a minute turns into at least 12,000 words a minute—more, if spaces are not counted in the 70,000 characters. Here at last is a printer that can begin to keep up with the tremendous calculating speeds of the computer itself. Although mathematically it is still slow by comparison, this speed is much faster than many businesses will need. Such high speeds are of little value where volume of output is low; in such cases, cheaper and slower devices will, of course, be used.

What can and should we do, as business teachers, to prepare ourselves and our students for the change-over? *Office Executive* (February, 1954, p. 26) says, "Today we must spend more time teaching the clerical help to be technicians, rather than bookkeepers or accountants." D. V. Savidge (*Systems*, January, 1953, p. 19) states the problem somewhat similarly:

If all the components for a fully automatic office were developed and installed today, we would need office workers to classify all documents received as to purpose; develop process classifications for documents covering purposes not previously classified; construct outgoing correspondence; develop index numbers that are more sensitive for forecasting; organize the accounting process; determine standard costs; control all definitions for all words used in the records of the company; develop and control the document classification scheme to organize all data; determine work standards; develop and control the element catalogue scheme for classifying and identifying all different persons with whom, places at which, and things with which the company does business; and develop the routines to be executed by the equipment.

These are the fields that today's office worker could well examine and from which he could select the one that most appeals to him. If he prepares himself now, he should have no problem when and if his office is converted.

These are the operations for which today's office manager could well analyze and plan. If he plans now and channels his organization toward this end, the conversion will cause a minimum of confusion.

The office worker will never be entirely eliminated from our office. He will be needed for steps that require direct public contact or that cannot be defined, or for the kinds of work just described.

Let's see what, according to *Office Management* (June, 1954, p. 34), the businessman can do about automation:

- He can sit on the sidelines and wait for something to be forcibly brought to his attention that will com-

pel him to act. This course does not seem prudent.

- He can investigate what is being done and note where he stands vis-à-vis automation, even if he does nothing about it.

- He can strive for leadership in the automation race and thus gain an advantage over his competitors by pioneering a new application and being first in the field.

Can you and I, as business teachers, do less? *Office Management* suggests, for the investigative businessman, a six-stage program that we, too, might well follow:

1. Clarify objectives.
2. Plan program in detail.
3. Analyze present methods and procedures.
4. Ascertain equipment availability.
5. Make an economic study of new versus old methods.
6. Install new procedures.

A Better Future

We and our students should view the future with hope and expectation. The upgrading of workers in our industrial revolution has always been to their advantage. There is no need for us to panic and foresee a change in this trend. But the business teacher who is content to turn out clerical workers, bookkeepers, typists, and similar employees with no thought for their future will very likely be cursed by them in the years to come.

Probably of prime importance in future teaching will be the training of business graduates in logical thinking. Without exception, every teacher of electronics and every commercial user of electronics that I've talked to felt that logical thinking is a must. Future business graduates must have the ability to take the *facts* from electronic machines and reach logical conclusions.

To you who are young in years and/or in heart: start learning all you can about this wonderful field of IDP. Keep up to date on the coming changes, only a few of which have been listed here. Begin to adapt yourself, your curriculum, and your students to the more interesting, more fruitful, and more profitable office employment opportunities ahead. Is the office going to vanish? No—only certain phases of it. But what remains will have to be converted to appropriate forms of integrated data processing, both systems and machines.

BOOKKEEPING THE "EASY WAY"

(Continued from page 21)

lieve that I followed most of the principles of learning. Students acquired knowledge of the forms and skills in bookkeeping. They developed good attitudes and learned to respect the points of view of others; they understood the goals and ideals of bookkeeping; they knew the meaning of assets, liabilities, proprietorship, profit, petty cash, inventory, deposit slip, bank-balance statement, and bank-reconciliation statement. No memorization was needed here. They had visual examples as they engaged in oral discussion on the merits and demerits of the merchandise for which their money was being spent. They fixed the price of finished products in accordance with sound principle. They knew the over-all picture of bookkeeping, both visually from the bulletin board and actively through doing it themselves. Certainly the setting was realistic. We also visited two places of business to note their system of keeping accounts. One was a small manufacturing concern, and all could understand the setup; the other was more complicated but most could follow the over-all pattern.

We went overboard on the principle: "the student experiences to be provided should be reckoned against the student's environment, the student's needs, and the degree of maturity he has attained." In a final evaluation I would say that the class formed good work habits and splendid personal traits. Positive proof of the former is the fact that there were no failures in June in an examination that I had no hand in making. Also, the boys became industrious and honest citizens; there was no more gambling or petty thievery. In September our students had still been children; now they had started growing up. It was the greatest lesson we could have given them.

Sometimes we wonder over the years how much of our teaching has helped; but in this one case, I was not left to speculate too long. One Sunday, about two years ago, my former gang leader appeared with a beautiful new convertible that he wanted to show me. As I examined and admired it, I was secretly wondering whether it was paid for. As if he could read my thoughts, he said, "Sister, see this little book? I've always kept an account in here, and it's helped me to buy this beauty."



CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This group of letters is the seventh in a series based on common types of business correspondence. The letters are marked off in groups of 20 standard words and may be dictated at any desired speed.

7. APPLICATION LETTER AND REPLY

Letter 1

Inside address

John C. Davis, Personnel Manager
Hawkins-Rourke, Inc.
40 Westchester Street
Your City

Signature

Carol Dawson

(1)

Attention: Personnel Manager, Hawkins-Rourke, Inc.

Gentlemen: I understand that there is an¹ opening in your company for a stenographer. Please consider my qualifications for this position.²

In June I shall graduate from Central High School, where I am enrolled in the business curriculum. I³ can take dictation at the rate of 100 words a minute, type accurately at 50 words a minute.⁴ My grades have been above average in all my business subjects. In addition to shorthand and typing, I have⁵ taken business English, office practice, business arithmetic, business organization, and bookkeeping.⁶ This educational background, I believe, will help me to be of value to your company.

My business⁷ experience has included part-time office work in the First Community Church and at school. This experience⁸ has included taking care of mail, filing, preparing records and reports, making appointments, using⁹ the telephone, taking dictation, and typing.

For the past year I have been secretary of the Future¹⁰ Business Leaders of America Club at our school. I have also been active in other school activities¹¹ and clubs. This experience has been of value in learning to work with others.

A personal data sheet is attached,¹² giving additional information that you may wish to consider. For references, you may check with:¹³ Mr. Richard Allen, 412 Lane Avenue; Rev. Wilbur Sparks, First Community Church; and¹⁴ Miss Jane Browning, Central High School.

I shall appreciate an interview at your convenience. My home telephone¹⁵ number is AX 4-2314. I can be reached at any time after 6 p.m. Sincerely,

(2)

Dear¹⁶ Miss Dawson: "We should very much like to consider you for a stenographic position with our company."¹⁷

An application blank is enclosed, which we should like you to complete.

Would it be possible for you to come to¹⁸ my office on Wednesday of next week at 4 p.m.? You may return the application blank at that time. Cordially,¹⁹ (360)

Preview Outlines

① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨ ⑩ ⑪ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ⑳

KEY: (1) Qualifications, Central, curriculum, in addition, shorthand, arithmetic, interview, any time. (2) To consider, with our, at that time.

Every Day Is "Rent" Day

MARY MARKLEY

MY MOTHER-IN-LAW is coming for a visit. Can I rent a mattress—a real hard one?" Trim, blonde Mildred Kooker¹ regards such a question as strictly routine; for her boss heads Abbey Rents, a business grown big by supplying² almost anything you can name.

The man who asked for a hard mattress could just as well have asked for a mink welcome³ mat or a mile of red carpet—Millie would have been happy to help find it. No wonder someone jokingly changed⁴ the title of a recent song hit to "Whatever Lola Wants, Abbey Rents."

"My job has wacky moments but plenty⁵ of challenge, too," Millie says.

The first challenge was offered by the personnel director when Millie answered⁶ a newspaper advertisement three years ago. He told her, "If you can keep the boss happy, everybody⁷ in the company will be happy."

Millie had just come to Los Angeles from the East and had her sights on a⁸ good job, and the position at Abbey Rents looked like The One. But would her employer, Stanley Slotkin, be a hard⁹-to-please, unreasonable old man? She needn't have worried: he turned out to be what any secretary would¹⁰ call a "wonderful boss."

Keeping Stanley Slotkin happy means keeping up with his pace as he tosses off the million¹¹-dollar ideas that have mushroomed his company into the largest of its kind. Abbey Rents has 32¹² branches in the western two-thirds of the nation.

Millie had already had six years' experience in top¹³ secretarial positions in a chemical company in North Carolina and in an insurance¹⁴ agency

in Chicago. She had studied Gregg in high school, then had entered business college at fifteen and "worked¹⁵ like a dog" to prove she could keep up with the older students. Millie's competence, plus her neat appearance and pleasing¹⁶ personality, made her the top candidate for the desk outside Stanley Slotkin's office.

Millie and her¹⁷ present boss are a good working team. He frequently asks her advice on new items he is thinking of adding¹⁸ to the rental line, for he believes that she is more practical than he. Her feminine viewpoint is responsible¹⁹ for the color appeal in the new line of plastic-covered tables and chairs.

Millie admits that it took her²⁰ a while to get used to the oddities of the rental business. One of the first telephone calls she took was from²¹ a woman who asked if Abbey Rents could "fix it so that we can dance on the swimming pool." The company does convert²² pools for garden parties, but Millie hadn't heard about it and was a little confused.

Many such "glamour²³ jobs" come to Abbey Rents' "Town and Country" department. They can turn a back yard into a Parisian café, a²⁴ circus, or a hillside fairyland for an evening. Millie says she gets a small-town girl's thrill out of some of these²⁵ movieland parties they help to arrange.

Much of the rental business, however, is predictable and seasonal.²⁶ On New Year's there will be an order for 100,000 folding chairs for Pasadena's Rose Parade.²⁷ Every June there are many requests for punch bowls for wedding receptions. At Christmas, everyone wants yule²⁸ dec-

orations, which gather dust the rest of the year.

Hospital and sickroom supplies of all kinds, including wheel chairs,²⁹ crutches, whirlpool baths, and oxygen equipment are in constant demand. The company also extends their³⁰ medical-emergency services to pets—they once rushed oxygen to save the James Masons' Siamese cat. Chances³¹ are that the hospital and operating rooms you see on such West-coast TV shows as "Medic" were furnished³² by Abbey Rents.

Some people think of Stanley Slotkin as a doctor rather than as a businessman. This resulted³³ from his former secretary's unusual Christmas wish. When Slotkin asked her, "What would you like for Christmas,³⁴ Miss White?" the girl somehow transcended her pitiful shyness and blurted, "A new face!" Slotkin engaged a fine plastic³⁵ surgeon and was astonished at the change wrought in Miss White's looks and outlook—her disfiguring birthmark was removed.³⁶

As a result, giving people new faces has become Stanley Slotkin's number-one hobby.

The story of³⁷ the unusual Christmas wish appeared in print all over the country. Soon letters came from people whose lives and³⁸ chances for a good livelihood were blighted by disfigurements of one sort or another. Mr. Slotkin helped³⁹ more than a hundred such people rebuild their lives. Millie helps arrange the details and finds this the best part of her⁴⁰ job.

For instance, last summer Millie handled one of the plastic-surgery cases during her boss' absence.⁴¹ It started the morning she found in his mail a letter from a Wyoming girl whose "hideous" nose was barring⁴² her from happiness and a good job. The letter sounded sincere to Millie. She started the procedures that⁴³ ultimately led to the girl's acquiring a pert nose and a new outlook on life.

One thing Millie did for the⁴⁴ Wyoming girl was to arrange a consultation with one of the plastic surgeons who co-operates in Slotkin's⁴⁵ effort to help hardship cases. The surgeon patiently explained to the girl how he could reshape her nose. Then Millie⁴⁶ made arrangements at a Los Angeles hospital. In a few days the

happy girl couldn't wait to go back⁴⁷ home and be a real part of her high school "gang."

Stanley Slotkin's other absorbing sideline is just as far removed⁴⁸ from the rental business. In fact, it's more than two thousand years away—and it's under the sea. For Slotkin's other⁴⁹ hobby is the recovery of ancient jars, or *amphorae*, that date back to the days when the Phoenicians,⁵⁰ Greeks, and Romans sailed their boats on the Mediterranean. These large, stonelike jars—some more than 4 feet high—held the⁵¹ crew's water, oil, grain, wine, and other supplies and probably served as packing cases for some of the traded goods.⁵² The boats proved more perishable than the jars, for the jars are still to be found, in good condition, at the site of⁵³ centuries-old shipwrecks. Mr. Slotkin is an accom-

plished diver and recovers many of the jars himself.⁵⁴

For Millie, the amphorae have been like a course in ancient history. Her boss often fills in on Greek and Roman⁵⁵ legends and tells her about various islands where especially fine jars were made.

No hoarder, Slotkin gives⁵⁶ the jars to museums, colleges, and art institutes in many parts of the country. Such antiques are of⁵⁷ considerable historical and archaeological interest. One of Millie's duties is to be on⁵⁸ the lookout for likely recipients.

Mr. Slotkin's interest in antiquities extends to hand⁵⁹-illuminated manuscripts from the Middle Ages. Millie helps decide the manuscripts' recipients, too.

Millie's⁶⁰ day starts at 8:30. First, she goes through the mail and sorts

out the things she or some other staff member can take care⁶¹ of. When Mr. Slotkin comes in, an hour later, items that need his attention are neatly arranged on his desk.⁶² In a few minutes he starts dictating.

"He's a relaxed dictator—even puts his feet up on his beautiful⁶³ limed-oak desk sometimes." Millie thinks other bosses might well relax this way: she seldom has to change a word.

Mildred⁶⁴ Kooker sums up her work by saying it has spoiled her for any routine job elsewhere. Every day brings a new,⁶⁵ exciting task to be completed. "True, it gets a bit hectic sometimes, but I have yet to call for an oxygen⁶⁶ tank. Even if I did work myself into a hospital bed, it would be on the house—and I feel sure I'd rate a soft mattress!" (1344)

STRATEGY

RAY BRUCKNER

cato voice, "I'm expecting a Mr. Mayers at 10:30. I think we've finally found¹² a bookkeeper. Send him right in."

Nancy was relieved to learn that Mr. Blake had at last found a bookkeeper. For¹³ four months, since their old bookkeeper had gone, Nancy had kept the books—in addition to her many other duties.¹⁴ Now, it looked like her worries might be over.

Time passed quickly; and Nancy was suddenly startled to see a tall,¹⁵ dark-haired man standing before her.

"Good morning. I'm Kenneth Mayers. I believe Mr. Blake is expecting me."

"Oh,¹⁶ yes, Mr. Mayers." Nancy promptly directed him to Mr. Blake's office.

As she returned to her desk, Nancy¹⁷ sensed something familiar about this man. She couldn't put her finger on it, though, and decided to think nothing¹⁸ more of the matter.

Half an hour later, Mr. Blake came out of his office with Kenneth Mayers.

"Nancy," said Mr.¹⁹ Blake, "Mr. Mayers has accepted the position. Will you show him the books you've been keeping?"

"Certainly, Mr.²⁰ Blake, I'll be glad to." Nancy smiled and took the hand

Kenneth Mayers offered. Then her heart gave a lurch. Those eyes! Hard²¹ and cold—just like those of George Foran, the man she had read about!

How ridiculous! Foran was probably in²² some prison by now. Furthermore, George Foran had had gray hair and a mustache; Kenneth Mayers was dark and clean-shaven.²³

"Is something wrong?" Mr. Mayers asked, apparently noticing her hesitation.

"No, not at all," Nancy²⁴ said. "It's just that I'm ashamed to have you see the mess the books are in—we've been without a bookkeeper so long. I'm²⁵ afraid I'm not much good at bookkeeping, but I'd be glad to help you."

"No, no," Mr. Mayers answered quickly. "I'll²⁶ have them straightened out in no time. I prefer working alone."

The next few months slipped by; and, although Nancy and Kenneth²⁷ Mayers shared the same office, the bookkeeper made no attempt to be friendly. "Good morning," "How are you?" and "Good²⁸ evening" were about all he ever said. Nevertheless, he worked hard; and Nancy laughed at herself for her early²⁹ suspicions.

One afternoon, Nancy came rushing back late from lunch. (Nancy went to lunch at twelve, and Mr. Mayers³⁰ ate at one, so that someone would always be in the office to cover

NANCY KEITH dusted her desk, pulled off her typewriter cover, and flipped her calendar page—April 22.¹ Nancy stared at the page. It was exactly two years ago today that she had boarded the Superchief at Springfield² and started for New York—and her career. She remembered how her great excitement had been heightened by the big³ story in the local paper:

"George Foran, bookkeeper at Ellson TV Shop for the past eight months, is sought by⁴ the police for embezzling at least \$5000. Before slipping out of town last night, Foran, who claims that⁵ dogs are his only love in life, risked capture and picked up his two prize boxers at a local kennel . . ."

George Foran's⁶ picture returned to Nancy. With his distinguished mustache and silvery gray hair, Foran looked more like the local⁷ banker than an embezzler. But what had impressed Nancy then, and what she still recalled vividly, were his eyes. A⁸ pale grayish-blue in color, Foran's eyes were cold and calculating. Simply *remembering* those piercing eyes gave⁹ Nancy the chills. She could never forget them.

Her reminiscing was interrupted by the intercom buzzer.¹⁰ Nancy went into the office of Wendell Blake, president of the Blake Novelty Company.

"Nancy," said Mr.¹¹ Blake in a stac-

the phones.) She was about to apologize,³¹ but she stopped short. Kenneth Mayers was at his desk, staring at a picture of two dogs—boxers!

"Would you like to³² see a picture of my dogs?" he asked hopefully.

"Why, yes, I most certainly would," said Nancy.

His eyes lit up—those³³ piercing eyes!

"I'm so proud of these dogs. Dogs are my true love in life—dogs and bookkeeping."

Mr. Mayers proceeded³⁴ to tell Nancy all about his dogs. They were well trained, but his landlord refused to allow dogs in the apartment³⁵ house. Mr. Mayers had to board the dogs at Dollman's Kennels, which, luckily, was close to his apartment. He³⁶ visited them every night.

Before she could stop herself, Nancy blurted out, "Were you ever in Springfield?"

Kenneth³⁷ Mayers' eyes narrowed. "No," he said. Then, mumbling something about going to lunch, he rushed out.

Nancy didn't know what³⁸ to do. What proof did she have that Kenneth Mayers was George Foran? Merely the pictures of his dogs; his hard, cold eyes,³⁹ and the fact that he refused every offer she made to help him with the books? She couldn't go to trusting Mr.⁴⁰ Blake with such suspicions. But, still, she couldn't be mistaken about those peculiar eyes; and Nancy would wager⁴¹ a month's salary that his hair was dyed. Confused and uncertain, she began the afternoon's work.

The following⁴² Monday, Kenneth Mayers was boasting to Nancy of his dogs' latest antics, when Mr. Blake came out of his⁴³ office.

"Mr. Mayers," he said, "it seems that Nancy and I confused our books so much that our accountant made a⁴⁴ minor mistake in our income tax. The tax men are coming in Friday to check them over and see where we were⁴⁵ wrong. Will you please have the books in order for them when they arrive? They want to check this year's records, too, so that we'll⁴⁶ be sure not to make the same mistake again."

Nancy turned to Kenneth Mayers. Now she would finally know if she⁴⁷ were right. Mayers turned pale, and the expression on his face was pure fright. Or was it her vivid imagination⁴⁸ again?

Mr. Mayers very calmly went to his desk and said, "Certainly, Mr. Blake. I'll start on them right after⁴⁹ lunch. I'll work late tonight and have them ready by noon tomorrow."

With a shrug, Nancy put on her hat and gloves⁵⁰ and went out to lunch. When she returned, an hour later, Kenneth Mayers was nowhere in sight. She went to his desk. The⁵¹ books

were gone, too!

Nancy hesitated a moment. Would Mr. Blake believe her now? Resolutely, she marched into⁵² his office. Just as she had expected—Mr. Blake refused to believe her. He was even angry. But, just⁵³ to relieve Nancy's feminine intuition, Mr. Blake checked the safe. The cash was gone! Two thousand dollars! All⁵⁴ doubt instantly vanished from Nancy's mind—and Mr. Blake's.

"He couldn't have gone very far," Mr. Blake said. "I'll call⁵⁵ the police."

"Wait," Nancy stopped him. She grabbed the phone directory, and her fingers raced through the pages. Mr. Blake⁵⁶ paced back and forth.

Nancy made one hurried call, then another. Finally, she sat down calmly and urged her very⁵⁷ much upset employer to do the same.

About forty-five minutes later, two detectives rushed in.

"Your secretary⁵⁸ called us," they told the puzzled Mr. Blake. "She said that your bookkeeper, who is also wanted in Springfield,⁵⁹ Iowa, had embezzled money from you and that we'd find him at Dollman's Kennels. We rushed down there, and sure enough,⁶⁰ he was in the reception room. How did you do it?" the detectives asked Nancy.

"Well," said Nancy, "I recognized⁶¹ him as the same George Foran I read about the day I left for New York. I saw his picture in the paper⁶² and said I'd never forget those eyes—and I didn't. And I remembered the paper saying that Foran loved his⁶³ dogs—I knew he wouldn't leave without them. So, I just called the kennels where he told me he boarded the dogs and told⁶⁴ the receptionist to hold him there. Then I called you. Simple strategy."

The detectives threw back their

heads, laughed, and⁶⁵ exclaimed, "He kept saying something about who said that a dog is a man's best friend!" (1314)

OGA MEMBERSHIP TEST

Public Speaking

What are you doing to develop your power to speak to others effectively? Are you cultivating a¹ taste for reading and gaining an intimate acquaintance with the spirit, the scope, and the contents of good books? Are² you learning how to marshall your thoughts logically and coherently? Are you adding a few new words and phrases³ to your vocabulary every day, making sure of their exact meaning and correct pronunciation?⁴ Do this work systematically and you will soon be sure of the language you employ in conversation⁵ and in speaking in public. (105)

—Harvey M. Kelley, A.M.

JUNIOR OGA TEST

A Good Letter After All

It was once said that the letter "e" is the most unfortunate letter in the alphabet, because it is always¹ out of cash, forever in debt, constantly in danger, and in hot water all the time.

This overlooks the² "fortunates" of the letter. "E" stays out of war and is always in peace. It is the beginning of existence,³ the commencement of ease, and the end of trouble. Without it there would be no meat, no life, and no heaven. It is⁴ the center of honesty, makes love perfect, and without it there could be no news, editors, or devils! (99)

FLASH READING*

The Grass Is Always Greener . . .

MARGARET OTTLEY

T IS HUMAN NATURE to want to have what others have, or do as others do, especially if it looks like¹ fun. We all want to have holidays when other people do. As teen-agers, we feel we must have school jackets like² the kids in the crowd. Girls want

to start using lipstick when the girls they "pal around" with do.

Then, when we get into³ the business world, we still watch closely, but usually to see whether others are working as long and as hard⁴ as we do. We check to see which girls come in later or go home sooner. Perhaps we notice that some members of⁵ the staff hardly ever seem to get in before

nine, and that bothers us. But how many of us notice or care⁶ about those who work harder or come in earlier? It rarely works that way.

When I hear girls talking about what⁷ some member of the staff gets away with, I recall one of my problems with my daughter when she was younger. Some⁸ of Ginny's friends were not "held down" as much as she. She would say, "But Janet doesn't

have to come in yet." Or, "Can't I go to the movies at night? Janet does."

But it was quite another matter when Janet helped with the cleaning or¹⁰ did the family food shopping. Then Ginny did not care about following suit.

So, whenever I hear people¹¹ grumble about what they think some other person is getting away with, I can't help but recall how I used to¹²

caution Ginny that she really could not hope to have something just because one of her friends had it, or do something¹³ just because they did.

It was as simple as saying, "Well, maybe Janet is getting an ice-cream cone today,¹⁴ but she got a spanking this morning, too. Shall I spank you before or after the ice cream?" (296)

* Vocabulary limited to Chapters One through Four of *Gregg Shorthand Simplified*.

SENIORITY

DOROTHY DELAVAL

THE OFFICE WAS VERY QUIET that morning. The boss was attending a conference, two girls were on vacation,¹ and another girl was on sick leave. So there remained only Mr. Richmond and I to represent—or rather,² misrepresent—the illustrious firm of Spark and McAber.

The lazy haze of summer had descended on³ the city. The street sounds drifted up through the blue smokiness from far below and sounded almost like the surge of breakers crashing on a shore. Beyond a few necessary remarks such as: "Give me a hand with the mail," "What time⁵ did the boss say he would be back?" and "Take care of this for me, will you," Mr. Richmond spoke little. The morning passed⁶ pleasantly enough until it was nearly time for the coffee break. I began to contemplate—cake versus cookies.⁷

Then the telephone rang. I stretched my hand toward it—but not too quickly. If he wanted to, Mr. Richmond⁸ could get there first—and he did.

"Spark and McAber, Richmond speaking," he answered sternly. A conversation commenced,⁹ and from what I could gather, the person at the other end was very excited. But I couldn't understand¹⁰ a word that came through the receiver. Even Mr. Richmond's comments, although interesting, were not enlightening.¹¹

"What's that? . . . You don't say!

. . . Well . . . Yes . . . No . . . Yes. Good-bye."

He hung up and for some seconds stared into space. Deep in thought, he¹² allowed his hand to rest on the receiver. Then without a word to me, he started working again. I felt¹³ irritated, hurt, frustrated. Suppose it was none of my business to know what the call was about; but, whatever¹⁴ the news was, it sounded exciting, and I felt I should hear it, too.

"Are you going to take a break for coffee?"¹⁵ I angled carefully.

"No, I've already come back from my break," he replied virtuously. "But you can bring me¹⁶ two cinnamon rolls, a Danish pastry, two chocolate doughnuts, and a coffee with milk but no sugar if you'd¹⁷ like."

I obliged. Surely, I thought, he will relax over this sticky mess and tell me about that telephone call.¹⁸ But no. He remained silent, and the day wore on; luncheon time came and went.

I thought of all the things I had done for him¹⁹ above and beyond the call of duty: how, when he had forgotten the keys to his confidential file, I had²⁰ opened the lock with a bit of wire; how I had helped him discourage his mother-in-law from staying too long on²¹ a visit, so that she had left the state almost immediately without bothering to say good-bye to him;²² how I had helped him finish his lunch when he had brought too much, so that he wouldn't get into

any trouble for²³ leaving the remains lying about untidily.

Late in the afternoon I had my revenge. The phone rang, and²⁴ this time I got there first. Without exactly grabbing for it, I answered it.

"Yes," I said, "what's that? . . . Go on! . . . Imagine²⁵ that! . . . Yes, I'll tell him and break it to him gently. Good-bye now."

I hung up, keeping my hand on the receiver²⁶ for a moment or so and looking into space, as Mr. Richmond had done that morning. I knew he was watching²⁷ me now. He spoke first.

"Say, kid, I guess I was a little hard on you this morning. I know you must have been curious²⁸ about that telephone call. Frankly, since just the two of us were here, and since I have seniority, I felt²⁹ at the time that I shouldn't talk too much about what I heard. But that seems silly now. That call this morning was about³⁰ one of the men who was to have been at the conference the boss is attending. It seems that the missing man³¹ 'borrowed' \$20,000 from his firm and hasn't been traced."

I smiled my thanks. "Now, would you like to hear about³² my telephone call?" I asked.

He waved his hand graciously.

"No. That's all right," he replied. "I don't blame you if you wanted³³ to get even with me. So, you set up a special call for me. You must have had one of your friends call. Why, I'll³⁴ bet you even rehearsed the whole thing! Don't worry about it—I understand that it was just a joke," he smiled and³⁵ turned with a flourish. "That's all right."

"Didn't you say you were going to become a father in about two months' time?"³⁶

"What?" he managed.

"Well, you're a father now," I announced. "A little early, but mother and baby are both doing³⁷ fine."

For a few minutes I was the only conscious individual representing Spark and McAber. As³⁸ I applied the reviving liquid from the water cooler, I enjoyed the bliss of "seniority." (778)

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Professional

Report

NEWS SPOTLIGHT

Scholarships Offered to Business Students

... in New York City high schools. Six \$500 awards will be offered by the Office Executive Association of New York, Inc. The one-year awards will be financed by the Association from the proceeds of its National Business Show, held annually. Winners will be selected from students who have indicated their scholastic ability and interest by winning OEA-Belding awards. These awards are given to students of 57 New York City schools on the basis of scholastic standing in accounting and/or secretarial studies plus the teacher's recommendation.

Under the terms of the program, the scholarships can be used only for post-high school, daytime study in business administration, or business teaching. The choice of the college or school, public or private, is left up to the student, as long as the institution is accredited by the state education department. The scholarship payment is made directly to the school.

Report on Television Presented

... by Joint Committee on Educational Television. Among the most recent developments are: (1) 24 ETV stations were operating in the country at the end of 1956, an increase of 16 over the last two years; (2) seven ETV stations are now under construction, with 40 more communities actively interested in building such stations; (3) in the past four years, more than \$50 million has been spent by public and private interests to finance studies and help build stations. Includes more than \$25 million from foundations.

The JCET is a "watchdog" over the ETV movement, keeping abreast of technical advances and FCC activities. Its major problem has been caused by the fact that of 258 FCC-reserved channels for ETV, 172 are in the ultra-high frequency band, which cannot be received by the majority of home receivers. As a result, some of these UHF channels have been idle for years; commercial broadcasters want to open them up. JCET has waged a constant battle against this, thus far successfully.

The second greatest deterrent to further growth of ETV is the lack of its full acceptance by educators. This fact exists despite demonstrations that it has unequalled ability to bring the talents of exceptional teachers to thousands of students and to bring thousands of students to previously remote scenes of historic, scientific, or cultural interest. An example of this is the highly publicized Hagerstown, Maryland, experiment. In that area, the entire school system will eventually receive lessons on television.

PEOPLE

• John A. Dettmann received the 1956 Delta Pi Epsilon research award. He was honored at the annual convention of the fraternity, which was held at the Palmer House, Chicago, in December of last year.

Dettmann's study, "Factors Related to Success in Teaching the Business Subjects in the Secondary School," was selected from 32 doctoral projects submitted in last year's competition. It was completed at the University of Wisconsin in June, 1955, as a part of the requirements for a doctor of philosophy degree in education, with a major in business education. Dettmann's adviser was Russell J. Hosler.

The Delta Pi Epsilon award is granted each year to the research study that is evaluated as having the greatest significance to business educa-



JOHN A. DETTMANN

... 1956 research award. Dettmann is currently an associate professor in commerce and education at the University of Minnesota, Duluth branch.

Honorable-mention awards for 1956 were presented to Edna L. Gregg of Baylor University, Waco, Texas, for her study, "The Teaching of Short-

The University of Wisconsin

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hand Prior to 1900," completed at Indiana University, Bloomington; Frank Liguori of the University of Cincinnati for his study, "Problems of Beginning Office Workers," completed at the University of Pittsburgh; and Harold Palmer, of Western Washington College, for his study, "Tachistoscopic Training for Beginning Typing Students in a Secondary School," completed at Oregon State College, Corvallis.

Judges for the contest were Harry Huffman, Estelle Popham, and D. L. Carmichael. John L. Rowe was chairman of the research award project.

• Hastings Hawkes, of Becker Junior College, Worcester, Massachusetts, died in November of last year. He had been associated with the school since 1931, when it combined with Post Institute, in which he had recently bought an interest.

A past-president of the New England Teachers Association, he began his teaching career at the Smithdeal Business Institute, in Richmond, Virginia. From 1911 to 1918 he was head of the commercial department at Brockton (Massachusetts) High School. He also taught at the Bentley School of Accounting and Finance and at Bay Path Institute, Springfield, Massachusetts.

• David G. Goodman recently received his doctor of education degree from the University of Pittsburgh. The title of his dissertation was "A Study of the Readability of High School Business Law Textbooks." He is currently assistant professor of secretarial studies, at Ferris Institute, Big Rapids, Michigan.

• Frank M. Long, teacher at New Rochelle (New York) High School for twenty-four years, died on December 12, 1956. An instructor in typing, secretarial practice, and business law, he had not missed a class since coming to New Rochelle in 1932.

Long had taught in New Mexico, Wyoming, and Nevada before moving East. In the Midwest he had taught commercial subjects and held administrative positions. He had a Ph.D. from Columbia University.

• Mrs. Ruth M. Massey, former owner of West Tennessee Business College, Jackson, died on November 25, 1956. She had owned and operated the school for twenty-two years with her husband, Romus W. Massey. They had sold the business about a year ago.

• Donald J. Tate, on leave of absence from Texas Technological College, Lubbock, is currently in Ankara, Turkey, under an arrangement be-

tween the United States International Co-operation Administration and New York University. He is serving as American director of the Ankara Commercial Teacher-Training College and as consultant to the Ministry of Education of the Turkish Government.

• Mrs. Catherine B. Perdum has joined the staff of Rider College, Trenton, New Jersey. She will be an instructor in secretarial studies. She is one of 14 new faculty members who were added to cope with the largest freshman class in the school's history.

GROUPS

• The Western BEA has announced the schedule for its 1957 convention to be held from April 17 to 19 at the Hotel Utah, Salt Lake City. The convention theme will be "Better Business Teaching in Our Profession." Featured speakers will be Hamden L. Forkner, Columbia University, New York City, and Earl G. Nicks, Underwood Corporation, New York City.

The schedule follows:

WEDNESDAY, APRIL 17

9:00 a.m.—Registration.

9:00 a.m. - 12:00 noon — WBEA Board Meeting: presiding, Jesse R. Black, president, Brigham Young University, Provo.

1:30-4:00 p.m.—UBEA Representative Assembly: presiding, Theodore Yerian, president, UBEA, Oregon State College, Corvallis; roll call and accrediting of delegates, Hollis Guy, UBEA executive secretary.

7:00-8:30—General Session: presiding, Iris Irons, convention chairman, L. D. S. Business College, Salt Lake City; welcome, E. Allen Bateman, state superintendent of public instruction; introduction of officers and guests; preview of convention.

8:30 p.m.—Reception: chairman, Nellie Ray, Snow College, Ephraim.

THURSDAY, APRIL 18

8:00 a.m.—Registration.

8:45 - 10:00 a.m.—General Session: speaker, Hamden L. Forkner; subject, "Is Business Education in an Isolation Booth?"

10:30 a.m. - 12:00 noon—Discussion Groups.

Shorthand: speaker, Mrs. Madeline S. Strony, Gregg Publishing Division, McGraw-Hill Book Company, New York City.

Bookkeeping: speaker, R. D. Cooper, South-Western Publishing Company, Cincinnati.

Teaching Aids: speakers, Robert Thompson, South-Western Publishing Company, and Allison J. McNay, Standard Oil of California.

12:15 - 1:45 p.m.—Luncheon: presiding, Max Marquardson, president, Utah BTA; speaker, Milton R. Merrill, Utah State Agricultural College, Logan.

2:00-3:00—**General Session:** speaker, Hamden L. Forkner; subject, "Developing an Action Curriculum for Business Education."

3:15-4:45 p.m.—**Discussion Groups.** **Typewriting:** speaker, Alan C. Lloyd, Gregg Publishing Division, McGraw-Hill Book Company, New York.

Employment Testing: speaker, Howard B. Gunderson, Kennebott Copper Corporation, Salt Lake City.

Merchandising and Salesmanship: speaker, representative of the Distributive Education Association.

6:15 - 8:15 p.m.—**Annual Banquet:** presiding, Jesse R. Black; chairman, Ethelyn Taylor, Brigham Young University; speaker, Earl G. Nicks; subject, "Automation: Past, Present, and Future."

8:30 p.m.—Dance: chairman, Mrs. Laraine Egan.

FRIDAY, APRIL 19

8:45 - 10:15 a.m. — **Discussion Groups.**

Business Machines: speaker, Robert J. Ruegg, Underwood Corporation, New York.

Teacher Training: speaker, E. C. McGill, Kansas State Teachers College, Emporia.

General Business: speaker, Joseph DeBrum, San Francisco State College.

10:30 a.m. - 12:10 p.m.—**General Session:** speakers, Mrs. Madeline S. Strony and Alan C. Lloyd; subject, "Frankenstein's Girl, Unchaperoned" (an intermittent duet).

12:30-2:00 p.m.—**Luncheon:** presiding, Mary Alice Wittenburg, WBEA vice-president; chairman, Allien R. Russon, University of Utah, Salt Lake City; speakers, Theodore Yerian and Hollis Guy.

Displays will be open on Wednesday and Thursday from 8:30 a.m. to 7:00 p.m. The registration fee covers the reception, two luncheons, the banquet, and the dance. In charge of reservations is Mrs. Mary M. Jensen, 130 South 1300 East, Salt Lake City.

• The South Carolina BEA will hold its annual spring meeting in Columbia, on March 29. High light of the meeting will be the honoring of past presidents of the thirty-five-year-old association. The main speakers will be Estelle Popham, Hunter College,



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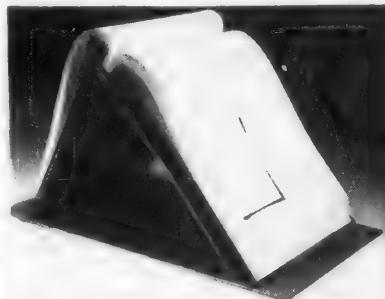
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New York City, and Harry Huffman, president of SBEA.

• The Michigan BEA will hold its annual convention at the Pantlind Hotel, Grand Rapids, March 22-23. Featured speakers will be Sister M. Alexius, who will discuss "Facing the Horizons in Business Education by a Study of the Past"; Don Vanderwerp, who will present a summary of the Michigan legislative survey of higher education; and Gilbert Kahn. Local committee chairmen are Leona Bean and Forrest Barr.

• The Texas BEA held its fourth annual convention in Houston, November 29 to 30. The group, which met in conjunction with the annual meeting of the Texas STA, elected the following officers:

President, Mrs. Virginia Baker Long, Southern Methodist University, Dallas; vice-president, Mrs. Woodrow Smith, Breckenridge High School; treasurer, Hazel Baumgartner, Decatur Baptist College, Decatur; reporter, Patsy Price, Arlington State College, Arlington; historian, Zada Wells, Woodrow Wilson High School, Dallas; and Mountain-Plains representatives, Lucy Mae Yarnell, West Texas State College, Canyon, and Mrs. Bess Lacy, Carthage High School. Executive secretary for the association is Loyce Adams, Sam Houston State Teachers College.

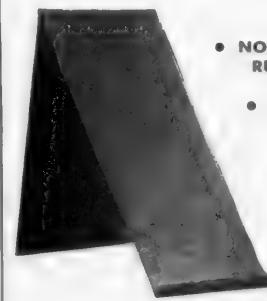
• The Alabama BEA held its seventh annual conference November 9-10 at the State Teachers College, in Jacksonville. President Z. S. Dickerson, State Teachers College, Florence, Alabama, presided.

High light of the two-day program was a panel discussion on "Businessmen and Education Working Together." Moderator was Wilson Ashby, University of Alabama, Tuscaloosa. Those participating were businessmen Charles W. White, state director of employment, Anniston (Personal Qualifications Desired for a Person to Fit Well into an Office), Winston Brook, CPA, Anniston (Subject Matter and Skills Expected of High School Graduates), and Roger J. Milroy, sales manager, Anniston (Co-operation Between Business and Schools).

• The Illinois BEA will hold its annual convention at the Hotel Sherman, Chicago, from April 4 to 6. A detailed program has been scheduled by chairman Floyd L. Crank.

On the first day, a panel discussion on the business curriculum at junior-high, senior-high, and junior-college levels will be moderated by John A. Beaumont, chief, Business-Education Service, Springfield. An address on

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labor relations will be given by Rev. Theodore V. Purcell, S. J., Loyola University, Chicago. The second day's meetings will feature classroom demonstrations and addresses by three Chicago businessmen. The Saturday-morning session will be devoted to a series of problem clinics.

• The 1957 Alabama Business Education Luncheon will be held on March 29 at Birmingham. John A. Pendery, South-Western Publishing Company, Cincinnati, will discuss "Human Relations in Business and Business Education." Program chairman is Mrs. Nellie Ward.

• Theta Alpha Delta, Gamma chapter, was host this year for the annual dinner with Pi Omega Pi, Gamma Rho Tau, and Theta Alpha Delta. The meeting was held in Los Angeles on January 14. Featured speaker was (Miss) Gene Burke, Los Angeles Passport Division, U. S. State Department. Also attending was Paul Lomax, currently with the State Bureau of Business Education.

SCHOOLS

• Kansas State Teachers College, Pittsburg, will hold a spring conference for business teachers on Saturday, April 13. Robert Bell, head of the business-education department at Ball State Teachers College, will discuss "Future Plans for Business Education." Harlan Miller, director of the educational division of the Institute of Life Insurance, will talk on "Preparing Our Business Students for Economic Competency."

• The University of Michigan has announced that part-time business teaching positions paying \$2000 to \$2500 per school year are available to graduate students. They are located in the Ann Arbor area and must be filled on a half-time basis. Other fellowships, scholarships, and assistantships are available through the Horace H. Rackham School of Graduate Studies.

Additional information regarding business teaching positions may be obtained from J. M. Trytten, 3000 School of Education; or for copies of school announcements, write to the Director of Admissions, 1524 Administration Building, University of Michigan, Ann Arbor.

• The University of North Carolina Woman's College will hold its sixteenth annual business-education conference at Greensboro on April 6.

The program will be presented by the newly formed North Carolina Business Education Council, headed by Vance T. Littlejohn, chief of the Woman's College business-education department. The Council functions through a 15-member executive committee to provide a continuing study of business-education problems in the state and to initiate co-ordinated endeavors toward state-wide improvement.

GENERAL

• A Federal scholarship program for college students was proposed at the recent Joint Conference of the American Alumni Council and the American College Public Relations Association. Each year, the conference reported, 100,000 of our brightest high school graduates do not go to college for economic reasons. The United States spends 1½ per cent of its national income for education, it further reported, in contrast to the Soviet Union's 9 and 10 per cent.

• A \$75,000 scholarship fund has been announced by Johnson and Johnson, in co-operation with the Mutual Benefit Life Insurance Company. A top prize of \$10,000 will be given for the best 50-word essay that completes the statement, "A good education is important because . . ." There will be 2 second prizes of \$5,000 each, 4 third prizes of \$2,500 each, 6 fourth prizes of \$1,500 each, and 36 fifth prizes of \$1,000 each. Anyone may compete in the contest, but only persons under the age of seventeen years and one month on May 14, 1957 will be eligible to receive the prizes. Adults must designate a person of eligible age.

The contest closes May 4 of this year. Entry blanks may be obtained from the National Youth Scholarship Committee, 130 East 59 Street, New York 22.

• The Accrediting Commission for Business Schools, an independent organization sponsored by the National Association and Council of Business Schools, announced during the recent NACBS convention in San Francisco the appointment of Warren Bruner as its full-time executive secretary. Bruner, a former management engineer, has been assisting H. D. Hopkins, executive secretary of NACBS, in setting up the Commission. Bruner was associated with Doctor Hopkins at Defiance College, in Ohio, developing a career-determination program for students.

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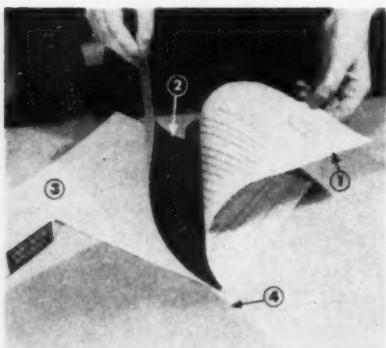
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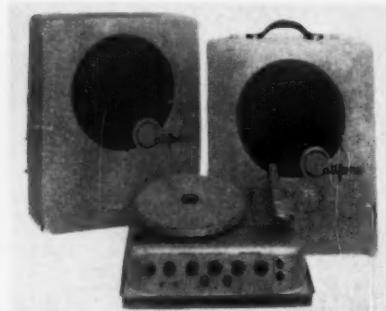
the master paper, (2) duplicating carbon, (3) protection sheet, and (4) tissue interleaf.

The tissue protects the carbon until the Masterset is used. After the master has been prepared (as shown in photo), the typist detaches the duplicating carbon. This leaves the master attached to the protection sheet, which guards the carbon image before and after duplication. The typist's hands never need touch the carbon image.

Samples and additional information are available from Ditto, Inc., 6804 North McCormick Road, Chicago 45, Illinois.

Sound System Made Portable

A completely portable sound system, the Promenade Model 25V-8, has been introduced by the Califone Cor-



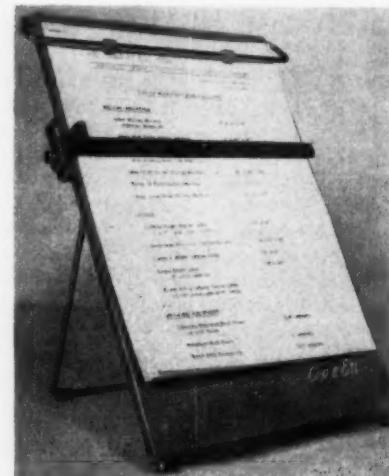
poration. The single unit has a 24-watt amplifier and dual 12-inch speakers. Important innovations are a "Strobe-selector" center drive with continuous variable speed to eliminate warmup drift, cushioned-spring rubber feet to eliminate floor vibration, and separate

tone controls on the microphone to improve voice clarity.

The unit is priced at \$189.50 for professional users. Further information may be obtained from the Califone Corporation, 1041 North Sycamore Avenue, Hollywood 38, Calif.

Copy Stand Has Many Uses

A multipurpose copy stand has been placed on the market by Lansdale Products Corporation, Copy Board Division, Box 568, Lansdale, Pennsylvania. The Cop-e-Ett Copy Board and Line Spacer may serve as a book and tape reader, lectern, or display stand. Its size, 8 1/4 by 13 inches, will accommodate tapes, books, and letter- and legal-size paper. The line guide, which will hold from 1 to 75 sheets of bond paper, may be removed when using the Cop-e-Ett as a



stenobook holder, clipboard, display stand, or control board.

A spring-loaded crossclip with slideable rubber rings holds either tape or paper firmly. The retail price is \$7.95.

Spirit Duplicators Redesigned

The Heyer Corporation has introduced the new "Mark II" Conqueror spirit duplicators. The completely revised line includes the "Model 76" automatic electric duplicator and the "Model 70" hand-operated duplicator.

A new feed-drive mechanism works only in a forward motion, eliminating the lurch found in reciprocal drives. Other new features are nylon gears that are quiet and need no lubrication, a geared counter belt that eliminates slippage, and an 11-inch and 14-inch cylinder stop. The model 76 now has its motor bar in a more convenient

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position; a touch of the bar starts the motor and feed, which turn off automatically when the last sheet is fed. The Model 70 now has a feed-release button and paper stackers, previously found only on the automatic model.

For further details, write to The Heyer Corporation, 1850 South Kostner Avenue, Chicago 23, Illinois.

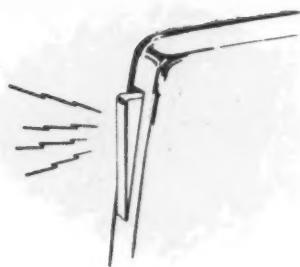
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- Hercules all-purpose business-classroom stands, made by Meilink Steel Safe Company, Toledo, Ohio. Model 28-H-30. Resists vibrations of machines; no leg wobble; welded construction. Matching or contrasting colors in beige, gray, and green. List prices: \$56.25 (East), \$62.45 (Midwest), and \$67.50 (West).

- Lightweight three-speed portable phonograph, made by Wilcox-Gay Corporation, 743 North LaSalle Street, Chicago, Illinois—"Starette Deluxe." Measures 12 1/4" by 9 1/2" by 5"; weight, 9 pounds. Metal needle; two-tone leatherette. Retails at \$22.95.

- Automatic stepover on all Odhner adding machines, made by Facit, Inc., 404 Fourth Avenue, New York 16, New York (or 235 Montgomery Street, San Francisco 4, California). Simplifies multiplication; eliminates need for manual setting of zeros in moving from one column to next. Formerly on automatic models only.

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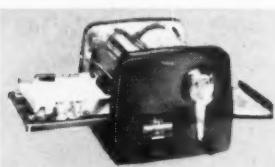


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